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ABSTRACT

The New York Proficiency Examination Program was established by the State Education Department with the cooperation of colleges and universities of the State in an effort to open up the educational opportunities to individuals who had acquired college level knowledge in ways other than through regular classroom attendance. The first section of this document discusses the background of the program; study aids and special adult degree programs; and poses and answers important questions about the program. Descriptions of examinations in arts and sciences, foreign languages, health education sciences, nursing sciences, and professional education are provided in the second section. The third section contains policy statements of colleges and universities regarding the granting of College Proficiency Examination credit. (PT)

ED049403

THE NEW YORK

College Proficiency Examination Program

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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The New York
College Proficiency
Examination Program

The University of the State of New York
The State Education Department
Albany

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A large number of students are now doing college-level work by independent study and in television courses, adult education courses, courses at industrial plants, and other courses outside regular college curriculums. One great difficulty with these courses is that they do not count uniformly, if at all, toward the achievement of a college degree. Yet in many cases the subject matter studied is equivalent to that offered in a course in a regular college or university curriculum.

We can expect a great increase in the future in the number of students in educational activities other than full-time, day-student programs as the post-high-school-age population increases and the desire to do college work expands. Many of these students will be engaged in high-quality study, and WE PROPOSE that a program be established by the Regents which would permit students to acquire regular college credit for their achievements without regular attendance at formal college classes.

Meeting the Increasing Demand for Higher Education in New York State
Report of the Committee on Higher Education — November 1960

Committee:
Marion B. Folsom
John W. Gardner
Henry T. Heald, Chairman

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Background

The New York College Proficiency Examination Program was established by the State Education Department in an effort to open up the educational opportunities of the State to individuals who had acquired college-level knowledge in ways other than through regular classroom attendance. Such individuals were not new in our society and, indeed, some colleges had for some years followed examining procedures which would allow the person who lacked formal college course work in a subject to demonstrate his competency in that subject. However, the concept of credit-by-examination was not a widely implemented one in the more than 200 higher institutions in New York State.

The State Education Department, after much counsel with college administrators and faculty, was convinced of the need for and assured of much support from the academic community of the State for such a program. To help get this worthwhile project underway, The Ford Foundation's Fund for the Advancement of Education underwrote the beginnings of the program with grants totaling $100,000.

Although the program that resulted from these earlier deliberations is coordinated by the New York State Education Department, the academic standards reflected in the examinations are determined by outstanding faculty members from campuses across the State. At present, for example, there are almost 200 college faculty members who serve as consultants to the program. These consultants, working in committees, draw up examination specifications, write examination questions, rate candidates' answers to those questions and, most important, determine levels of performance on the examinations needed to achieve satisfactory (or better) CPE grades. The New York College Proficiency Examination Program, then, is truly a college-level examining program which is founded in the colleges and universities of New York State.

It was reasonable that the State Education Department looked to the colleges and universities of New York State for guidance in developing the College Proficiency Examination Program. It would

be those very colleges and universities which would be granting credit to the person who did well on a CPE. The State Education Department itself does not grant course credit. This is left to the individual higher institution to do, or not to do, in a manner most consistent with its particular standards. The variety of approaches that the colleges and universities of the State have taken towards CPEP is a reflection of this basic principle. Most colleges in New York State now grant credit for passing College Proficiency Examination grades. (See pages 96-117 for the specific policies of some higher institutions regarding the granting of credit.)

A logical extension of the credit-by-examination concept is the utilization of College Proficiency Examinations in the teacher certification process in New York State. An individual applying to the State Education Department for certification may present satisfactory performance on a College Proficiency Examination in lieu of specific course requirements which may be lacking in his educational background.

It should be noted that the individual who wishes to be certified to teach in the public schools in New York State *must first possess the baccalaureate degree or its equivalent.* For further information on State teacher certification procedures and licensure procedures in New York City see pages 11 and 12.

Questions and Answers

How Large is the College Proficiency Examination Program?

CPE's have gained wide acceptance in New York State. In 1963, when the Program began, only 200 candidates took examinations. In 1970, 5000 CPE's were administered. The CPEP is growing steadily.

May Anyone Take College Proficiency Examinations?

Yes, if he believes he is proficient in one or more of the fields of college study for which examinations have been developed. It is not necessary to be a New York State resident to take a CPE.

Who Is Helped by College Proficiency Examinations?

CPE's can help individuals of widely varying backgrounds, experience, and interests. Some of the many possibilities are:

— The adult who has mastered a subject through self-study, on the job experience, in an industrial training program, in a noncollegiate business or trade school, through an off-campus television course, programmed or recorded lesson, correspondent course, public school adult education, and other noncredit study

— The individual who has already completed undergraduate studies but still lacks specific courses to complete requirements for a New York State teaching certificate or for a New York City teaching license

— The applicant for a civil service position which requires course work in a specific subject or subjects

— The member of the armed services, Peace Corps and other overseas service or business organizations, who has gained experience and knowledge of the history, language, and culture of the area in which he served, or who has studied college subjects while abroad

— The undergraduate wishing to pursue independent study

— The foreign student whose academic achievements abroad cannot be readily evaluated for credit in U.S. colleges

— The transfer student whose transcripts do not provide adequate basis for proper placement
— The student who seeks credit for summer or year-long foreign study, or for work and study in museums, industrial research laboratories, governmental agencies, business, and industry
— The high school student of above average ability who has benefitted from a strong secondary school program or from independent study at the college level.

Are CPE's Only Taken by College Students and Young Adults?

Decidedly not. Many CPE candidates are over age 40 and more than 10 percent are over age 50. Even more interesting, many of these adults are beginning or resuming their college educations and have used CPE's as steps toward their degrees.

What's more, an increasing number of colleges and universities are catering to the educational needs of the adult student. Some of these institutions are listed on pages 96-117.

An individual who believes he is unique because, at middle age or beyond, he has educational ambitions that are usually ascribed to teenagers and young adults should realize that thousands of older men and women throughout the United States have already proven that a late start in college is no handicap. They have also proven that the skills and competencies they gained through maturity and experience have greatly enhanced their subsequent professional pursuits and increased their contributions to their communities.

Can a Person Who Is Not Interested in College Credit Take College Proficiency Examinations?

Yes. Some people who take the examinations are interested primarily in evaluating their own learning achievement: others want to test the effectiveness of the programs of off-campus study they have pursued. Many seek formal recognition of their competencies in order to achieve personal and professional advancement.

When Are College Proficiency Examinations Given?

CPE's are usually given in May and October.

Where Are College Proficiency Examinations Given?

College Proficiency Examinations are given at college centers at the following locations in New York State:

Albany	SUNY at Albany
Alfred	Alfred University
Binghamton	SUNY at Binghamton
Brookville (LI)	C. W. Post College
Buffalo	SUNY at Buffalo
Canton	SU Ag & Tech at Canton
Cortland	SUC at Cortland
Hempstead (LI)	Hofstra University
*Houghton	Houghton College
Jamaica	*St. John's University
Jamestown	Jamestown Community College
New Paltz	SUC at New Paltz
New York City	Hunter College
	New York University
Plattsburgh	SUC at Plattsburgh
*Potsdam	SUC at Potsdam
Rochester	The University of Rochester
	*Nazareth College of Rochester
Syracuse	Syracuse University

*Centers handling language examinations only

What Is the Fee To Take a College Proficiency Examination?

The fee for each examination is $15.

Are There Prerequisites for Taking the Examinations?

No. It is assumed that the best guide to an individual's grasp of a subject will be his performance on the examination itself.

Who Prepares College Proficiency Examinations?

Every CPE is at some point under the review and approval of a college faculty committee. In most subjects the faculty committees develop their own examinations under the direction of the State Education Department.

In the remaining subjects the examinations are obtained from other examining agencies. In these cases, however, no examination

is adopted by the College Proficiency Examination Program until its use has been recommended by the faculty committee in that subject.

What Are the Examinations Like?

The examinations are designed to test not only the individual's factual knowledge, but also his ability to use that knowledge effectively. In topics covered and objectives measured, CPE's parallel courses offered in colleges and universities of the State. Most are 3 hours in length.

The examinations vary in format and may include multiple choice, short answer, and essay and problem questions.

For a description of each examination, see "Examination Descriptions," pages 21-89.

Are the Examinations Difficult?

College Proficiency Examinations are reasonably difficult and demanding examinations, as they must be, in order for colleges to recognize successful performance on them for credit. It should be remembered that college professors have regular contact with on-campus students and have many opportunities to gain an accurate sense of each student's capabilities. The applicant for credit by examination is evaluated just once through the examination. It is logical, then, that the person seeking credit by examination should be prepared to perform above the minimum expected for the on-campus student.

How Should a Person Prepare for the Examinations?

There is no one recommended way to study for College Proficiency Examinations. *Any* method of study which the candidate finds effective is the correct way for him to study for CPE's.

The candidate will be expected to achieve the same objectives as students in regular college courses and should prepare himself accordingly. In particular, since lectures and class discussions often provide the classroom student with important background information in addition to the material provided in texts and assigned readings, the CPE candidate should be sure that his reading is broad enough to provide full coverage of each subject.

Libraries and bookstores can provide help in locating good texts and bibliographies, including many fine paperbacks. College course outlines and study guides which can be purchased in most bookstores will also be helpful. It may be possible for an interested candidate to make an appointment with an instructor in the appropriate academic discipline at a local college or university, and seek his advice in preparing for one or more of the CPE's outlined in this bulletin. For further suggestions, see pages 15-18.

What Is a Passing Grade on a CPE?

CPE's are graded according to a five letter scale: A, B, C, D, and F, except for a few tests in foreign languages where pass and fail are used. Generally, colleges require that a minimum CPE grade of C be attained before credit will be granted. Some colleges require a CPE grade of B or better before they will grant credit.

For the candidate who possesses the bachelor's degree and wishes to use his CPE performance in lieu of specific course requirements for a New York State teaching certificate or a New York City teaching license, a CPE grade of C must be achieved. If the CPE grade is to be used to satisfy advanced course requirements for the permanent teaching certificate, a grade of B must be attained. The grade *pass* is considered to be B or better.

Is Credit Automatically Earned When a Passing CPE Grade Is Received?

No. The CPE grade is translated into actual course credit only when accepted by a college for credit toward a degree at that institution. *The New York State Education Department does not grant college credit.*

However, when an individual already has his baccalaureate degree and is completing specific course requirements for a New York State teaching certificate or a license in another profession, the State Education Department will accept satisfactory grades on appropriate CPE's in lieu of required course credits.

It should be noted that a person who applies directly to the State Education Department for a New York State teaching certificate or to the New York City Board of Examiners for a teaching license must possess the baccalaureate degree. (See pages 11-12.)

How Many Credits Is Each Examination Worth?

The faculty committee which prepared each CPE has also recommended the amount of credit that should be granted by a college when a person passes the examination. The recommended credits for each CPE appear just below the title on each examination description.

These are *recommended* credits. The college is not required to give the applicant credit for the amount recommended by the committee nor, in fact, is the college limited to that amount if it feels that the person's examination performance deserves additional credit.

For the person who wishes to use his examination in lieu of course requirements for the teaching certificate in New York State or the teaching license in New York City, the number of credits recommended by the CPE committee will be accepted by the Teacher Certification Unit of the New York State Education Department and by the Board of Examiners of the New York City Board of Education.

Are Standards for Granting Credit the Same in All Colleges?

No. Each college sets its own standards, and standards do vary from college to college. *Before taking a College Proficiency Examination, check to make sure CPE credits will be accepted by the college you are or hope to be attending.* (See pages 96-117 for the specific policies of some higher institutions regarding the granting of credit.) Just as a high school graduate may be denied admission by one college and be admitted by another, so some colleges will refuse credit for examination performance that would be accepted by another college. Most higher institutions provide general indications of the levels of performance they expect (see page 93) but each also reserves the right to evaluate individually the candidate's performance on the examination.

Also, a college may sometimes not give credit, but instead waive a prerequisite or a required course. The student can then go on to a more advanced course in the subject or take an elective.

Each higher institution, and, in many cases, each academic unit and department within each institution, sets its own policies and standards for granting credit. Final decision on the granting of credit in individual cases will be made by those responsible for such matters in the institution.

A college will not ordinarily award credit in a subject at or below a level at which credit has already been earned by the student.

Is Credit by Examination as "Good" as Credit Earned on Campus?

Yes. The credit earned through examination carries as much value toward the degree as does credit earned through formal course work.

Do Colleges Establish Any Other Requirements for Credit?

In most cases, requirements for credit are satisfied upon successful completion of the examination. However, a college may require additional proof of competence.

For example, laboratory experience is an integral part of introductory college science courses and colleges will expect the candidate to show that he has developed those abilities and skills usually learned through laboratory experience. These skills can to some extent be tested on a written examination but are best demonstrated in an actual laboratory situation. In biology, most colleges will expect the candidate to have had experience with living materials, as well as to have carried out appropriate fieldwork. An important objective in all nursing courses is the development of manipulative and technical skills required for safe nursing care. In the social sciences the ability to write research papers, including knowledge of how to cite sources and to give credit for ideas and phrases of others, is an important objective in many college courses. A candidate for credit may be asked by a college to write a paper or otherwise present evidence that he has this ability.

How Much Credit May Be Earned by Examination?

As the individual credit-granting policy statements on pages 96-117 show, colleges vary on the total amount of credit that may be earned by examination. In no case, however, can an individual earn all of the credits required for a degree without classroom attendance. In granting credit by examination, a college recognizes the value of independent and off-campus study. But it also wishes to be sure that the person receiving its degree has been exposed

to some of the experiences that college attendance is uniquely equipped to give.

The New York State Board of Regents has recommended that no more than half of the credits required for a degree be granted on the basis of examination.

When Will Credit Be Awarded?

Colleges grant credit for successful examination performance only after the individual applies for admission as a full- or part-time student. Some will grant credit only provisionally at that time and will withhold full credit until the applicant successfully completes some study in residence.

When Should Credit Be Sought?

In most cases, the candidate should wait to apply for credit until he is ready to seek admission to a college for further study on campus. This means that an individual may take several examinations before he receives any credit. The State Education Department will keep records of CPE grades earned by an individual and report them to a college or other agency on request from the candidate. Since credit-granting policies of colleges differ, the candidate should study the credit policies of colleges (see pages 96-117) and then consult the college of his choice for further information.

How Are CPE Grades Sent to Colleges or Other Agencies?

After a candidate has taken a CPE, he will be notified of his grade, usually within 90 days of the date of administration. At the time, and as part of the $15 examination fee, he may also request that his CPE grade be sent to colleges or other agencies.

There is no charge to have CPE grades sent, regardless of the number requested.

Is the Candidate's CPE Grade Kept Confidential?

Yes. A candidate's CPE record or any examination grade therein will not be released without the consent of the candidate.

May a College Review an Individual's CPE Examination Answers?

If a candidate has requested that his CPE grade be sent to a college, it is assumed that he is willing to have the college inspect the essay or problem section of his answer booklet if the college so requests. A college, therefore, may request from the State Education Department a copy of a candidate's answers to the essay or problem section of the examination if the candidate has indicated to the CPE Program office that the college is to be a recipient of his CPE grade in that subject.

There is no charge to the college or the candidate for this service.

(A candidate's answers to the essay or problem section of a CPE will be kept no longer than two years after the CPE grade on that examination is first reported to the candidate.)

Is an Official Record Kept of an Individual's Grades?

Yes. Individual cumulative records of CPE grades are kept by the State Education Department.

May a Candidate Retake a CPE?

Yes. The candidate who is interested in retaking a CPE should write to the College Proficiency Examination Program Office for more specific directions.

Can CPE's Aid in Meeting New York State Teacher Certification Requirements?

Yes. But it should be clearly understood that only the person who has the baccalaureate degree or its equivalent can be certified to teach in the public schools of New York State. In addition to the degree, there are other specific course requirements depending on the area and level for which the certificate is desired.

The college graduate who has not taken the required courses but has developed the required proficiency in other ways, may meet the specific certification requirements by successful performance on the appropriate CPE. The State Education Department will accept satisfactory CPE grades in lieu of course work to satisfy requirements in general education, in the teaching specialty, and in professional education. No CPE can replace the practice teaching requirement.

CPE's may also be used by an already certified teacher to meet some requirements for permanent certification, or to extend her certificate to a second subject.

The Department's Division of Teacher Education and Certification handles all requests for certification and will evaluate the college credentials of a college graduate who wishes to be certified to teach in the public schools. The person who is interested in such an evaluation and has received his degree from an American college or university should request "Application for Certificate." The individual who has received his degree from an institution outside the United States should request "Form F, Application for Evaluation of Foreign Credentials." Both forms may be obtained from:

The Division of Teacher Education and Certification
State Education Department
800 North Pearl Street
Albany, New York 12204

Can Some Requirements for a New York City Teaching License Be Met Through CPE?

Yes, in much the same manner that successful performance on CPE's can be used to satisfy New York State certification requirements. However, the person who is interested in obtaining the New York City teaching license should get more specific information from:

The Board of Examiners
Board of Education of the City of New York
65 Court St.
Brooklyn, New York 11201

Can CPE's Help Applicants for NYS Civil Service Positions?

Yes. The NYS Department of Civil Service will accept CPE grades of B or better in lieu of specific course work which is required for admittance to certain Civil Service examinations.

Are the Examinations Recognized in Other States?

The College Proficiency Examination Program has been developed as a service to the people and colleges of New York State. However, colleges, educational organizations, and state departments of education in other states have been informed about the CPE

Program, and many institutions outside of New York will grant course credit for an acceptable performance on CPE's. The New York State Education Department will send a candidate's CPE grade to an out-of-State college or other agency at the candidate's request.

Also, if a student receives CPE credit from a college in New York State, that credit will probably be treated by institutions in other states like credit earned in a course.

Do Other States Have Proficiency Examination Programs?

No, not of the same type as the CPE Program in New York State. However, some other states do, in their teacher certification procedures in the foreign languages, accept scores on language proficiency examinations. The interested individual should write to the department of education in the state in which he would like to be certified.

Is There a National Proficiency Examination Program?

Yes, a national proficiency examination program called the College-Level Examination Program administers examinations every month at Buffalo, New York City, Rochester, Syracuse, Troy, and throughout the United States. The College-Level Examination Program is now offering, *among others,* examinations in the following subjects no longer offered by the College Proficiency Examination Program:

American Government
Calculus A
Chemistry
Economics
Geology
Sociology
Statistics
Tests and Measurements
Western Civilization

For information on this program write to:

Program Director
College-Level Examination Program Board
Box 977
Princeton, New Jersey 08540

The candidate taking College-Level Examinations should realize that a New York State college or university will not automatically accept scores on the College-Level Examinations in the same way it accepts College Proficiency Examination grades. The candidate

should check with the director of admissions, or other designated personnel, at the college or university from which he wishes to receive credit.

What Do You Do Now?

If you think that College Proficiency Examinations can help you, first fill out an application form which may be obtained from:

College Proficiency Examination Program
New York State Education Department
Albany, New York 12224

Second, start studying. College-level mastery of a subject requires regular, concentrated effort. Whether you use your growing understanding of the world around you just for personal pleasure or put it to work for professional advancement, the "joy of learning" will be yours.

Suggested Study Aids

Following the descriptions of some of the examinations are suggested study aid materials: reading lists, study guides, correspondence courses, television courses, etc.

In those examinations where recommended study materials are not listed, it is suggested that interested candidates seek recommendations for reading from college instructors in the subject. Also, secondary schoolteachers will very often be helpful, for although they do not teach the subjects at a college level, they are specialists in the respective fields and will be aware of the better texts, references, and study guides.

PUBLIC LIBRARIES AND BOOKSTORES

Two of the skills most important for the independent student to acquire are the ability to develop bibliographies appropriate to his purpose and to locate the specific works he needs. Public libraries and bookstores can assist in both of these tasks. Many libraries have most of the books a student may need and often have selected bibliographies in specific subjects. College bookstores are a good source for textbooks and will often be able to supply the works used in specific courses. Many bookstores now carry a wide range of paperback books and most bookstores will order any book which they do not have in stock.

There is no shortcut way to mastery of a subject. "Cram" courses and handbooks on how to pass examinations are no substitute for careful systematic study, particularly when the objective is, as it always should be, enduring command of the subject.

EXTENSION NONCREDIT COURSES

Many higher institutions through their evening and extension divisions offer, both on and off campus, a wide variety of noncredit courses during the late afternoon, evening, and weekend. College Proficiency Examinations provide a way for work done in these courses to be evaluated for college credit. In some cases a single

examination will be appropriate to the material covered in several individual courses and many combinations of courses may serve as preparation for any one examination.

Each institution will supply information on its offerings and many also provide counseling service.

PUBLIC SCHOOL ADULT EDUCATION COURSES

Some public schools offer adult education courses appropriate to the College Proficiency Examinations. Information on these courses may be obtained from the local superintendent of schools or director of adult education.

HOME STUDY CLEARINGHOUSE

A new program, the Home Study Clearinghouse, has been initiated by the State Education Department, and placed in the College Proficiency Examination Program office. The Clearinghouse evaluates the academic content of independent study materials — correspondence courses, programed texts, and study guides — and will provide the public with limited information on acceptable courses. Some of the course materials evaluated by the Clearinghouse may be appropriate as study aids in preparing for a CPE. For further information write to:

The Home Study Clearinghouse
College Proficiency Examination Program
State Education Department
Albany, New York 12224

INDEPENDENT STUDY PROGRAM OF THE STATE UNIVERSITY OF NEW YORK

The program of correspondence study is a new activity of the State University of New York. The program now offers over 50 courses in a number of subject areas. Additional courses are under development and will be introduced periodically.

Correspondence study courses will be taught, with a few exceptions, by professors who teach the same courses in residence on SUNY campuses. The courses are the equivalent of offerings on the campus, and "home" students can learn the equivalent of classroom students.

The courses are open to all who believe themselves capable of successfully completing the requirements. Students may enroll in the program for the following reasons:

— To earn credit to apply toward a degree program within the State University of New York

— To earn credit for other reasons, such as meeting special requirements for professional advancement, preparing for a new occupation, or for self-improvement.

The course outline (syllabus) for each course offered *without instruction* is available for $2.

Further information regarding the correspondence study program, including the catalog of current offerings, syllabuses, and application forms, may be obtained by writing to:

State University of New York
Independent Study Program
P.O. Box 6271
Albany, New York 12206

OTHER HOME STUDY COURSES

There are also many good home study courses offered both by universities in other states and by private home study schools. Directories of schools which offer such courses may be obtained from:

National Home Study Council
1601 18th Street NW.
Washington, D.C. 20009
(The NHSC directory is free)
and
National University Extension Association
900 Silver Springs Avenue
Silver Springs, Md. 20910
(The NUEA directory is $.50)

Unfortunately there are also organizations which provide very little for the fees they charge. Before signing for a home study course, the student should check on the reputation of the organization offering it, be sure that the course is in the subject and *at the level* in which he is interested, and read carefully any contract he is asked to sign.

TELEVISION COURSES

University of the Air

The State University of New York sponsors a University of the Air on television.

The courses will be presented on Channel 17 in Buffalo, Channel 13 in New York City, Channel 21 in Rochester, Channel 17 in Schenectady, and Channel 24 in Syracuse. The courses will be presented from 9 a.m. to 5 p.m. on Saturdays during the 1970-71 academic year.

Courses offered in subjects covered by College Proficiency Examinations will be in:

American history
American literature

Further information on the courses can be obtained from:

State University of New York
University of the Air
P.O. Box 6271
Albany, New York 12206

Other Television Offerings

Also broadcast over educational channels in New York State will be the telecourse "History of American Civilization by Its Interpreters" and "Communication and Education." Information on these courses and accompanying study materials can be obtained from the Division of Educational Communications, State Education Department, Albany, New York 12224.

In addition, local television stations may present offerings in other areas covered by examinations. These stations should be consulted for information on their schedules.

Special Adult Degree Programs

A number of colleges now offer special degree programs for adults. These programs are geared to the needs of mature persons.

Some of the main features of these programs are:

Preadmission counseling in depth to evaluate the applicant's background and experience in order to place him at an appropriate level in college.

Courses geared to the interests of adults, both in content and approach.

Program formats and schedules geared to the convenience of individuals having responsibilities to job, family, and community. Some programs provide for this through evening seminars, some through various types of off-campus study. In these instances, residence requirements are usually minimal and may include only a couple of weeks during the year at a college campus.

Qualifications for these programs often include a minimum age requirement of twenty-five to thirty years. For more information on these programs and matriculation requirements write to any of the following colleges:

SPECIAL DEGREE PROGRAMS FOR ADULTS IN NEW YORK STATE

School of General Studies
Brooklyn College
Bedford Avenue & Avenue H
Brooklyn, New York 11210

School of Continuing Education & Extension
Washington Square College of Arts & Science
New York University
100 Washington Square East
New York, New York 10003

School of General Studies
Queens College
65-30 Kissena Boulevard
Flushing, New York 11367

Center for Continuing Education
Sarah Lawrence College
Bronxville, New York 10708

University College
Syracuse University
610 East Fayette Street
Syracuse, New York 13202

SPECIAL DEGREE PROGRAMS FOR ADULTS OUTSIDE NEW YORK STATE

Adult Degree Program
Goddard College
Plainfield, Vermont 05667

Director of Continuing Education
Mundelein College
6363 Sheridan Road
Chicago, Illinois 60626

Continuum Center
Oakland University
Rochester, Michigan 48063

College of Continuing Education
University of Oklahoma
Norman, Oklahoma 73069

Division of Continuing Education
Roosevelt University
Chicago, Illinois 60605

Bachelor of Independent Studies
Adult Degree Program
University of South Florida
Tampa, Florida 33620

Examination Descriptions

GENERAL INFORMATION

Read very carefully the following general notes which are applicable to every College Proficiency Examination.

1. Each examination description is intended to give an indication of the material covered and the objectives tested, so that an individual may judge whether he has the knowledge expected. The description is not a study guide nor is it intended to provide an exhaustive or systematic summary of the examination content.

2. In order to provide for variations in preparation, the questions on each examination will cover a wider range of material than would ordinarily be studied by any candidate. No one, therefore, should expect to be able to answer all the questions.

3. There will be sufficient time for the well-prepared candidate to complete the examination. This will only be true, of course, if you do not delay excessively over any one question and if you observe time indications closely. Time should not be spent on questions or topics with which you are not familiar. There will generally *not* be time to redo or recopy essay answers. You should, therefore, carefully think through your essay answers before you begin to write.

   In some cases there may be a choice of questions.

4. Unless otherwise indicated, each examination will be three hours in length and include essay, short answer, and multiple choice questions.

To the right of each examination title is the number of credits which the examination committee recommends be given for successful performance on the examination. The candidate should remember that these are only recommended amounts of credits; the credit-

granting institution is free to determine in its own way the number of credits it will actually grant for a passing CPE grade.

The recommended number of credits will, in each case, be the amount of credit that the Teacher Certification Unit of the State Education Department will recognize in accepting successful performance on a CPE in lieu of certification course requirements.

ACCOUNTING

Recommended credits: 6

The College Proficiency Examination in Accounting is designed to test achievement equivalent to that attained in a first-year, college-level course in accounting. The candidate will be expected to show an understanding of accounting concepts, principles, and procedures and to demonstrate the ability to use appropriate techniques in recording, analyzing, and summarizing financial data, and to interpret and report financial results.

Content

I. FUNDAMENTALS OF ACCOUNTING

- **A.** The accounting function
- **B.** Principles and procedures, including
  1. the accounting cycle
  2. transaction analysis
  3. summarizing and reporting results
     - *a.* periodic adjustments
     - *b.* the chart of accounts
     - *c.* general ledger
     - *d.* special journals
     - *e.* subsidiary ledgers
     - *f.* trial balances
     - *g.* worksheets
     - *h.* financial statements

II. VALUATION AND ANALYSIS OF ACCOUNTS

- **A.** Cash and bank transactions
- **B.** Receivable and bad debts
- **C.** Inventories
- **D.** Fixed assets and depreciation
- **E.** Miscellaneous assets

F. Payables and accrued liabilities
G. Capital stock issuances and recording
H. Retained earnings, income, and dividends

III. SYSTEMS, COSTING, AND REPORTING

A. Accounting systems and internal control
B. Implications of electronic data processing
C. Cost accounting concepts and types of cost systems
D. Types of financial reports

IV. ANALYSIS AND INTERPRETATION

A. Break-even analysis
B. Analysis for decision making
C. Analysis of financial statements
D. Funds statements
E. Effects of entity income taxes

Suggested Study Aids

1. The SUNY Independent Study Program (see page 16) will present courses in *Principles of Accounting.*

2. A study guide may be ordered free from:

College Proficiency Examination Program
State Education Department
Albany, New York 12224

CPE COMMITTEE IN ACCOUNTING

Charles Edgette, Niagara University
Frank Fernandez, Syracuse University
Frank Kolmin, State University of New York at Albany
G. Chester Owens, Columbia University
James S. Schindler, State University of New York at Buffalo

AMERICAN HISTORY

Recommended credits: 6

The College Proficiency Examination in American History is designed to test achievement equivalent to that attained in an introductory college course in American history.

Objectives

The candidate will be expected to have a thorough grounding in facts, but should be able to go on from these facts to an examination of their contexts, their causes and results, and their significance. He will be expected to know how (a) to read historical material analytically and critically, (b) to weigh historical evidence and interpretations, and (c) to arrive at conclusions on the basis of facts. He will be expected to have a knowledge of historians and their interpretations of American History. It will be expected that he know how to use and interpret documents and maps and other graphic materials.

(See also "Do Colleges Establish Other Requirements for Credit?", page 9.)

Content

The candidate will be expected to have more than a textbook knowledge of many of the topics covered by the examination and should be able to deal intensively with some of them. Knowledge gained from general historical works, special studies, and biographies may be utilized in answering essay questions.

Certain important topics, not restricted to a single historical period, are listed below. It is not expected that every candidate will have covered all of them, but he should have covered enough and in sufficient depth to show that he has a coherent understanding of American History.

I. America and Europe: transplantation of institutions and ideas, economic ties, diplomacy

II. Population shifts: the westward movement, significance of the various frontiers, territorial expansion, land policy, immigration, urbanization

III. Making of American nationalism: constitutionalism, economic developments, wars and diplomacy, the Supreme Court, national heroes, literature, and the arts

IV. Divisive ideas and interests in American History: sections, classes, States' rights, minorities

V. Development of political ideas: the European heritage, colonial contributions, federalism, the Constitution, the "conservative" versus the "liberal" tradition

VI. The political party system: origins, contests, evolution, minority parties

VII. Business enterprise in America: types and methods of organization in commerce, industry, and finance; achievements; business cycles; technology

VIII. American labor systems and organizations: indentured servitude, slavery, wage labor, contract labor, unions, legislation

IX. American agriculture: the shift from subsistence to commercial agriculture, agrarianism, mechanization, subsidies, legislation

X. Government and the American economy; regulation, protection, promotion

XI. America's reform movements: roots, varieties, methods, achievements

XII. America as a world power: 19th century background, imperialism, the quest for security

XIII. Wars and their impact on the United States: causes, conduct, consequences

XIV. Leadership in America: military, political, economic, intellectual, religious, educational

Suggested Study Aids

I. CORRESPONDENCE COURSES

A. A Bibliography of recommended readings may be ordered free from:

The College Proficiency Examination Program
The State Education Department
Albany, N.Y. 12224

B. The courses, *History of United States: 1492–1865* and *History of United States: 1865–present* will be offered by the Independent Study Program of State University of New York (see pages 16-17).

C. *A Course in Advanced Placement American History,* University Extension Division, The University of Nebraska, Lincoln, Nebraska 68508.

This home study course is given, through correspondence, by qualified instructors of the Extension Division of the University of Nebraska. Information on tuition and on textbook costs can be obtained from the University of Nebraska.

The course outline (syllabus) *without any instruction* is available from the Extension Division for $3.

II. TELEVISION COURSES

A. Educational television channels in Buffalo, New York, Rochester, and Schenectady will present the course, *History of American Civilization by Its Interpreters* during the school year. A 160-page guide can be obtained for $1.25 from:

Division of Educational Communications
State Education Department
Albany, New York 12224

B. The University of the Air (see page 18) will present a course in American History which will closely parallel the CPE in American History.

CPE COMMITTEE IN AMERICAN HISTORY

Selig Adler, State University of New York at Buffalo, Chairman
Ralph A. Brown, State University College at Cortland
David M. Ellis, Hamilton College
Joseph Grande, D'Youville College
Manfred Jonas, Union College

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AMERICAN LITERATURE

Recommended credits: 6

The College Proficiency Examination in American Literature is designed to test the level of proficiency attained in the study of the literary expression of the American people from the beginning of the 18th century to the present, with strong emphasis on the major writers of the 19th century. The examination assumes preparation equivalent to that of students taking an introductory college course in American literature.

Objectives

Although a certain amount of factual information is necessary to the enjoyment and understanding of literature, analytical and interpretative abilities are of greater importance and are given primary emphasis on the examination.

I. FACTUAL INFORMATION

- **A.** Details of a given work including identification of well-known or crucial passages, characters, situations, plots, literary allusions, central themes
- **B.** Historical and biographical facts
- **C.** Terms such as Transcendentalism, Imagism, Puritanism, Veritism, which are particularly important in discussion of American writing, and such common terms as Realism, Romanticism, and Naturalism as they apply to American literary history.
- **D.** General details of prosody

II. ANALYTICAL AND INTERPRETATIVE ABILITIES

- **A.** The content or technique of a single work and the relation of any significant part in a work to other significant parts
- **B.** The content or technique of one work in relation to others by the same author, including the subtler elements of form and substance which can best be revealed by comparison of several works by the same author. For example: matters of prosody, metaphor, symbol, irony; changes in belief; shifts from simple structure in one novel to complex or

confused structure in another; and the recurrence of characters or themes

C. Relationships among authors, works, and events which together constitute a literary period

D. Relationships of authors and works of one period to those of another, including such matters as significant similarities and contrasts, influences on form or content, the development of themes or of a literary style, the continuing concern or the sudden lack of concern with social, economic, religious, ethical, or other problems

III. CRITICAL JUDGMENT

The candidate should be able to make and defend critical judgments about works he has read.

Preparatory Reading

All works are required. There will be more emphasis on the Major Authors (I) than on the Minor Authors (II). Study should not be limited to the selection of works listed. No specific questions will be asked on works not listed, but the wider the reading in an author's works, the better the candidate's understanding is likely to be.

I. Major authors

A. EDGAR ALLAN POE

STORIES: "Ligeia," "The Fall of the House of Usher," "The Black Cat," "The Man of the Crowd," "The Purloined Letter"

POEMS: "To Helen," "Israfel," "The City in the Sea," "The "Raven," "Annabel Lee," "Dreamland"

ESSAYS: "The Philosophy of Composition," "The Poetic Principle," Review of Hawthorne's *Twice Told Tales* (1842)

B. RALPH WALDO EMERSON

POEMS: "Days," "Brahma," "Hamatreya," "Bacchus," "Merlin," "Each and All," "Grace," "Concord Hymn," "Boston Hymn," "The Problem," "Give All to Love," "Ode Inscribed to W. H. Channing"

ESSAYS: "The American Scholar," "Self-Reliance," "Experience," "The Poet," "Emancipation in the British West Indies"

C. HENRY DAVID THOREAU

Walden, "Civil Disobedience," and "Plea for Captain John Brown"

D. NATHANIEL HAWTHORNE

The Scarlet Letter

STORIES: "Young Goodman Brown," "Rappaccini's Daughter," "The Gentle Boy," "My Kinsman Major Molineux," "Ethan Brand," "The Minister's Black Veil"

E. HERMAN MELVILLE

Moby Dick, "Benito Cereno"

F. SAMUEL L. CLEMENS (MARK TWAIN)

Adventures of Huckleberry Finn, "The Man That Corrupted Hadleyburg," "Fenimore Cooper's Literary Offenses"

G. EMILY DICKINSON

POEMS: "Success is counted sweetest," "These are the days when birds come back," "I shall know why — when time is over," "I taste a liquor never brewed," "There's a certain Slant of light," "Of bronze — and blaze," "The Soul selects her own Society," "God is a distant — stately lover," "I had not minded — walls," " 'Twas like a maelstrom, with a notch," "This was a poet — it is that," "I died for beauty — but was scarce," "I heard a fly buzz — when I died," "A solemn thing within the soul," "I started early — took my dog," "I think the hemlock likes to stand," "I like to see it lap the miles," "I cannot live with you," "Essential Oils are wrung," "Because I could not stop for Death," "On a columnar self," "A narrow Fellow in the grass," "Further in summer than the birds," "Tell all the truth but tell it slant," "A route of evanescence," "My life closed twice"

H. HENRY JAMES

The Portrait of a Lady, "The Art of Fiction"

I. WALT WHITMAN

POEMS: "Song of Myself," "Drum Taps," "The Sleepers," "Crossing Brooklyn Ferry," "When Lilacs Last in the Door-yard Bloom'd," "Out of the Cradle Endlessly Rocking," "Song of the Open Road," "Pioneers! O Pioneers!"

II. Minor authors

GROUP A

1. **EDWARD TAYLOR**
   POEMS: "Huswifery," "Upon a Spider Catching A Fly," "Upon the Sweeping Flood," "The Joy of Church Fellowship Rightly Attended," "The Glory of and Grace in the Church Set Out," "The Reflexion"

2. **BENJAMIN FRANKLIN**
   Autobiography, "On the Slave Trade"

3. **THOMAS PAINE**
   "African Slavery in America," "The American Crisis" (Chapters 1 and 16)

GROUP B

1. **WILLIAM CULLEN BRYANT**
   POEMS: "Thanatopsis," "To a Waterfowl," "Inscription for the Entrance to a Wood," "To a Fringed Gentian," "A Forest Hymn," "The Antiquity of Freedom"

2. **JAMES FENIMORE COOPER**
   The Deerslayer, The Pioneers

3. **WASHINGTON IRVING**
   "Rip Van Winkle," "The Legend of Sleepy Hollow," "The Author's Account of Himself"

4. **HARRIET BEECHER STOWE**
   Uncle Tom's Cabin

GROUP C

1. **HENRY WADSWORTH LONGFELLOW**
   POEMS: "Poems on Slavery," "Divina Commedia," (sonnets I to VI), "The Tide Rises, The Tide Falls," "The Jewish Cemetery at Newport," "Shakespeare," "A Nameless Grave," "Serenade," "The Building of the Ship," "The Cross of Snow," "Jugurtha," "My Lost Youth," "The Wreck of the Hesperus"

2. **JOHN GREENLEAF WHITTIER**
   POEMS: "Telling the Bees," "Snow-Bound," "Ichabod," "Skipper Ireson's Ride," "Massachusetts to Virginia," "Laus Deo"

3. OLIVER WENDELL HOLMES
"The Inevitable Trial," and Poems: "Old Ironsides," "The Deacon's Masterpiece," "The Chambered Nautilus," "My Aunt"

4. JAMES RUSSELL LOWELL
POEMS: "A Fable for Critics," "The Present Crisis"

GROUP D

1. STEPHEN CRANE
Maggie, A Girl of the Streets, "The Open Boat," "The Bride Comes to Yellow Sky," "The Blue Hotel," "The Monster"

2. WILLIAM DEAN HOWELLS
A Modern Instance

3. HENRY ADAMS
The Education of Henry Adams

GROUP E

1. THEODORE DREISER
Sister Carrie

2. ERNEST HEMINGWAY
The Sun Also Rises, "Indian Camp," "The Doctor and the Doctor's Wife," "The Snows of Kilimanjaro," "Three Day Blow," "Big Two-Hearted River," "In Another Country," "A Clean Well-Lighted Place"

GROUP F

1. ROBERT FROST
POEMS: "Design," "Provide, Provide," "Stopping by Woods on a Snowy Evening," "The Death of the Hired Man," "Home Burial," "Mending Wall," "Birches," "Departmental," "Fire and Ice"

2. EDWIN ARLINGTON ROBINSON
POEMS: "Eros Turannos," "Mr. Flood's Party," "Isaac and Archibald," "The Man Against the Sky," "Luke Havergal," "Miniver Cheevy," "Richard Cory"

GROUP G

1. **T. S. ELIOT**

   POEMS: "The Love Song of J. Alfred Prufrock," *The Waste Land,* "Animula," "Marina," "A Song for Simeon," "Journey of the Magi"

   ESSAY: "Tradition and the Individual Talent"

2. **WILLIAM FAULKNER**

   The Sound and the Fury

GROUP H

1. **RICHARD WRIGHT**

   Native Son

2. **RALPH ELLISON**

   The Invisible Man

3. **JAMES BALDWIN**

   Go Tell It on the Mountain

Suggested Study Aids

1. The University of the Air (see page 18) will present a course in American Literature.

2. The course, *American Literature,* will be offered by the Independent Study Program of the State University of New York (see pages 16-17).

CPE COMMITTEE IN AMERICAN LITERATURE

Mary Barrett, Orange County Community College
Johannes Bergmann, New York University
James Crenner, Hobart and William Smith Colleges
Joseph Sandman, Canisius College
Joseph Slater, Colgate University

APPLIED MUSIC

Recommended credits: 2 per instrument (minor)
2–4 per instrument (major)

There is a College Proficiency Examination in Applied Music for each of the following:

Piano	Oboe	Trombone
Violin	Clarinet	Baritone Horn
Viola	Bassoon	Tuba
Cello	Saxophone	
String Bass	Trumpet (Cornet)	General Percussion
Flute	French Horn	Voice

Each CPE in Applied Music will be an evaluation of the candidate's performance on one of the above instruments or voice, by a "jury" of college instructors of music. Each will assume preparation equivalent to that received *in a 2 credit college course for the minor examination, or a 2–4 credit college course(s) for the major examination.*

The candidate will be evaluated in the following areas which will be weighted approximately equally:

Repertory — outlined in the Description of Content

Technique — tone quality, facility, intonation, and related theoretical knowledge

Sight reading

The amount of time necessary for the examination will be at the discretion of the examiners but will generally last 15 to 30 minutes.

The fee for each CPE in Applied Music is $15.

Minor Credit

Content

I. INSTRUMENTAL

The candidate will be required to:

A. Demonstrate the Basic Elements as outlined in Levels One and Two of the *Handbook for Applied Music.**

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* *Handbook for Applied Music,* available from the Bureau of Secondary Curriculum Development, New York State Education Department, Albany, New York 12224 (no charge).

B. Perform from two prepared, but not necessarily memorized, etudes of contrasting styles selected from the method books listed as Level Two or Elementary, as specified for the appropriate instrument in the *Handbook for Applied Music*. He may select equivalent or more advanced material, at his discretion.

C. Perform one prepared, but not necessarily memorized, solo, in its entirety, selected from at least Level Two of the *Handbook for Applied Music*.

The (nonpiano) instrumentalist is not required to have an accompanist for his solo performance, but may do so if he wishes.

D. Perform, at sight, material comparable to that listed at Level One of the *Handbook for Applied Music*.

II. VOCAL

The candidate will be required to:

A. Demonstrate, in his performance, the six fundamental vocal techniques as outlined in the *Handbook for Applied Music*.

B. Sing three prepared, but not necessarily memorized, contrasting solos from the standard vocal literature, comparable stylistically to those listed in the *Handbook for Applied Music*. At least one solo must be in Italian.

The vocal candidate will be required to make arrangements for his own accompaniment for his solos. He may not accompany himself at the examination. A recorded accompaniment may be used provided copyright regulations are not violated. The candidate must supply his own equipment.

C. Sing, at sight, material comparable to that listed at Level One of the *Handbook for Applied Music*.

Major Credit

Content

I. INSTRUMENTAL

The candidate will be required to:

A. Demonstrate the Basic Elements as outlined in Level Five of the *Handbook for Applied Music*.

B. Perform from two prepared, but not necessarily memorized, etudes of contrasting styles selected from the method books

listed as Level Five, as specified for the appropriate instrument in the *Handbook for Applied Music*. He may select equivalent or more advanced material, at his discretion.

C. Perform two or three prepared solos from varying periods, in their entirety, one of which must be memorized, selected from at least Level Five of the *Handbook for Applied Music*.

The (nonpiano) instrumentalist is not required to have an accompanist for his solo performance, but may do so if he wishes.

D. Demonstration of minimal sight reading skill is required.

II. VOCAL

The candidate will be required to:

A. Demonstrate, in his performance, the six fundamental vocal techniques as outlined in the *Handbook for Applied Music*.

B. Sing three prepared, contrasting solos (one of which must be memorized) from the standard vocal literature, comparable stylistically to those listed in Level Five of the *Handbook for Applied Music*. At least one solo must be in Italian.

The vocal candidate must make arrangements for his own accompaniment for his solos. He may not accompany himself at the examination. A recorded accompaniment may be used provided copyright regulations are not violated. The candidate must supply his own equipment.

C. Demonstration of minimal sight reading skill is required.

CPE COMMITTEE IN APPLIED MUSIC

Walter Beeler, Ithaca College

Mark Dolliver, Jr., C. W. Post College, Chairman

Everett Gates, Eastman School of Music

Howard Marsh, State University College at Fredonia

Jerrold Ross, New York University

BIOLOGY

Recommended credits: 6

The College Proficiency Examination in Biology is based upon the introductory college course in biology.

Objectives

The examination presupposes that in his study the candidate has emphasized the fact that fundamental principles apply to both plants and animals. The overall approach assumed is dynamic, including constant attention to functional morphology. Since evolution is a fundamental theme in biology, understanding will be expected of the interdependence of organism and environment, with stress on animal adaptations and behavior. Since a thorough understanding of concepts in biology involves chemistry, the candidate will be expected to have a background in that subject.

(See also, "Do Colleges Establish Other Requirements for Credit?", page 9.)

Content

I. UNITY AMONG LIVING THINGS: PROTOPLASM, CELLS, AND CELLULAR METABOLISM

A. General structure of cells as revealed by electron microscopy

1. Cell wall, cell membrane, plasma membrane, endoplasmic reticulum, ribosomes, mitochondria, plastids, vacuoles, lysomes, centrioles, Golgi apparatus, nuclear membrane, nucleous, and chromosomes

B. Biochemistry

1. Fundamentals
   a) Properties and distribution of elements with emphasis on carbon, hydrogen, oxygen, nitrogen, phosphorus, and sulfur ions, valence, pH, concepts of free energy and entropy
   b) Compounds, particularly carbon compounds
2. Carbohydrates: pentoses, hexoses, monosaccharides, disaccharides, polysaccharides
3. Lipids: fats, saturated and unsaturated fatty acids, glycerol, steroids

4. Proteins: amino acids, peptide linkage, dipeptides and polypeptides, simple and conjugated proteins, denaturation of proteins
5. Nucleic acids: DNA, RNA, nucleotides

C. Origin of energy sources and their transformation in cells

1. Photosynthesis
   a) Structure of chloroplasts, structure of grana, chemistry of chlorophyll, factors affecting synthesis of chlorophyll, chromatographic techniques for separating pigments, role of pigments in photosynthesis
   b) Dark and light phases of photosynthesis: important chemical reactions in CO_2 fixation, role of light, phosphorylation
   c) History of major experiments such as those of Van Helmont, Priestley, Ingenhousz, Blackman, Ruben and Kamen, Calvin and Benson
2. Respiration of carbohydrates
   a) ATP: composition, functions, phosphagens, "high energy" bond formation and transfer
   b) Anaerobic phase: important chemical reactions of glycolysis and alcoholic fermentation
   c) Aerobic phase: important chemical reactions, Krebs cycle
   d) Relative efficiency of aerobic and anaerobic phases
   e) Hydrogen and electron transfer systems: pyridine and flavin nucleotides, cytochrome system
   f) Enzymes: (1) dehydrogenases, carboxylases, oxidases, phosphorylases; (2) major coenzymes and their functions; (3) vitamins in relation to enzymes and coenzymes
3. Respiration of fats and proteins
   a) Fats: beta oxidation, relation to the Krebs cycle and acetyl-CoA, glycol in relation to carbohydrates
   b) Proteins: deamination and transmination, formation of urea (arginine-ornithine cycle), relation of "carbohydrate fraction" of amino acids to metabolites of Krebs cycle

D. Basic synthesis of carbohydrates, proteins, fats

1. Carbohydrates: polymerization, dehydration synthesis, general structure of starch, cellulose, glycogen
2. Proteins: relation to ribosomes, endoplasmic reticulum, DNA, RNA, and genes
3. Fats: relation to the Krebs cycle and acetyl-CoA

E. Passage of materials into and out of cells

1. Chemical composition and structure of the cell wall and cell membrane
   a) Plasmodesmata in plant cells, effects of structure on selective permeability
   b) Relation of cell membrane to endoplasmic reticulum
2. Penetrating particles: concentration, charge, size, solubility
3. Effects of hypertonic, hypotonic, and isotonic solutions on cells
4. Active transport
5. Pinocytosis

F. Mitosis and cytokinesis

1. Structure and function of the nucleus
2. Mitotic apparatus
3. Phases of mitosis
4. Method of DNA replication
5. Cytokinesis in animal and plant cells

II. DIVERSITY AMONG LIVING THINGS: STRUCTURE, FUNCTION, REPRODUCTION, DEVELOPMENT, EVOLUTION, DISTRIBUTION, AND CLASSIFICATION

A. Viruses (including phages)

1. Questions as to their nature
2. Replication

B. Bacteria

1. Morphology and physiology: types, spore formation, respiration (aerobic, facultative and obligate anaerobic), fermentation

2. Modes of nutrition including photosynthesis and chemosynthesis
3. Relation to the carbon and nitrogen cycles

C. Fungi
1. Major characteristics of slime molds and true fungi
2. Reproduction in Rhizopus, Neurospora, Puccinia
3. Economic importance

D. Green algae
1. Major characteristics
2. Reproduction to illustrate meiosis, zoospore formation, isogamy, heterogamy
3. Relationship to the evolution of higher plants: biochemical similarities, alteration of generations

E. Bryophyta: emphasis should be placed upon the adaptations to a terrestrial environment both in the vegetative structures and in the methods of reproduction
1. Characteristics of mosses and liverworts
2 Life cycle of a representative form

F. Tracheophyta
1. Ferns: life cycle with the emphasis on alternation of generations
2. Pine: structure of the seed with the emphasis on its evolutionary significance
3. Angiosperms
   a) Reproduction and life cycle: (1) flower—structure, details of the male and female gametophyte generations, relationships to insects in geologic time and in adaptions for pollination, initiation of flowering-photoperiodism; (2) seed — development of embryo sporophyte in the seed, differences between monocots and dicots, dormancy, germination, economic importance; (3) fruit — relationship to seed dispersal, auxins as related to parthenocarpy, economic importance; (4) vegetative reproduction
   b) Structure and physiology of the sporophyte: (1) root, leaf, and stem of a typical herbaceous plant;

(2) water and mineral absorption, movement; (3) food translocation and storage; (4) growth from the seed and maturation to include primary and secondary tissues, cell enlargement, cell differentiation; (5) irritability — tropisms and other movements, relationship of auxins

G. Invertebrates — structure, function, and distribution

1. Protozoa: to be studied as simple organisms solving fundamental problems of existence, free-living and parasitic forms to be considered
2. Coelenterata: tissue grade of organization, cell specialization, regeneration, nerve-net structure
3. Platyhelminthes: bilateral symmetry cephalization, organ-systems, mesodermal structures, free-living versus parasitic forms
4. Echinodermata: phylogenetic relationships to chordata
5. Annelida; general body plan, trochophore larva, schizocoel, segmentation
6. Arthropoda: general body plan, adaptions to a land environment, respiratory mechanisms of the various classes, hormones affecting the metamorphosis of insects, economic importance

Note: The invertebrate phyla listed above have been selected on the basis of phylogenetic significance. Mollusca, Porifera, and Nematoda *should* also be studied.

H. Chordates: structure, function, reproduction, development, classification, evolution, and distribution

Laboratory study of the structure and function of organ systems of some vertebrate such as a frog, rat, or fetal pig. The candidate is expected to have acquired some familiarity with the invertebrate chordates, the notochord of invertebrate chordates and of vertebrates, and various vertebrate classes.

1. Digestive system: structure, enzymes, nervous and hormonal control, absorption
2. Respiratory system: the breathing mechanism in a fish, in an amphibian, and in a mammal; gaseous exchange in lungs, gills, and skin; relationship to cellular respiration

3. Circulatory system: composition and functions of blood and lymph, immunity, homeostatic control of blood composition, patterns of circulation in an amphibian and in a mammal, renal and hepatic portal systems
4. Excretory system: general structure; detailed structure of a nephric unit and functions performed in each part; relationship of the kidney to homeostasis; sweat glands; the liver as an excretory organ, including urea formation
5. Skeletal and muscular system: the basic structural plan of the skeleton and the relation of muscles to skeletal movements, ligaments, tendons, antagonistic action of muscles, muscle physiology
6. Integrative systems
   a) Central nervous system: the five major divisions of the brain, functions of parts of the brain and spinal cord, cranial and spinal nerves, types and structure of neurons, nature of the nerve impulse, synaptic transmission, reflex arc, conditioned reflex
   b) Autonomic nervous system: structure, function, and neurohumors of sympathetic and parasympathetic divisions; relationship of the sympathetic division to the adrenal medulla
   c) Endocrine glands: pituitary, thyroid, islets of Langerhans (alpha and beta cells) parathyroids, gonads, adrenals, hormones affecting the digestive glands, relationship of the pituitary to the brain
7. Reproductive system
   a) Structure
   b) Details of oogenesis and spermatogenesis
   c) Hormonal control of sperm and egg production and uterine development in mammals
   d) Fertilization in land and water organisms
   e) Natural and artificial methods of parthenogenesis
8. Development of an animal embryo
   a) Effects of yolk upon embryological development
   b) Early embryology of a homolecithal egg
   c) Early embryology of an amphibian egg through the neurula stage
   d) Germ layer origins of organ systems

e) Formation and function of four extra-embryonic membranes of a reptile or bird
f) Formation of the placenta and umbilical cord and their functions
g) Pattern of circulation in a mammalian embryo and the changes occurring at birth

III. CONTINUITY OF LIVING THINGS

A. Genetics: plant, animal, and human examples should be considered

1. Meiosis: phases, synapsis and crossing-over, tetrad formation, animal and vegetal poles
2. Classical genetics and the development of the gene theory
   a) Mendel's work and principles
   b) Sutton's hypothesis — relating Mendelian laws to chromosomes
   c) Morgan's experiments establishing genes as portions of chromosomes
   d) Lethal factors
   e) Multiple alleles — blood types
   f) Factor interaction resulting in modified two-factor ratios
   g) Multiple factors—relation to the normal probability curve
   h) Mechanisms of sex determination (XY, WZ, XO, monoploid-diploid)
   i) Sex linkage in humans and in fruit flies
   j) Techniques of mapping the chromosomes: percentage of crossing-over
3. Mutations: genic and chromosomal (deletions, duplications, translocations, inversions), ploidy, induction of mutations, relationship to evolution
4. Mechanism of gene action: experiments with Neurospora, gene-enzyme relationships with illustrations in humans (phenylketonuria, alkaptonuria, sickle-cell anemia)
5. Experiments that indicate the relationships between DNA and genes: bacterial transformations, bacterial viruses

6. Genetic code: experiments to illustrate the techniques employed, relation to protein synthesis
7. Examples of cytoplasmic inheritance
8. Population genetics: Hardy-Weinberg Principle and its relation to natural selection and genetic drift (see Evolution.)

B. Evolution

1. Theories of the origin of life
2. Criteria for determining the nature of a species
3. Evidence for evolution from biochemistry, morphology, embryology, physiology, paleontology, and geographical distribution
4. Theories of the mechanism of evolution
   a) Lamarck's theory of use and disuse
   b) Darwin's theory of natural selection
   c) DeVries and mutations
   d) Modern concepts
5. Factors influencing natural selection and speciation: population genetics (size, isolation, genetic drift), adaptive radiation (suggested example — Darwin's Finches on the Galapagos)
6. The evolution of man

IV. ECOLOGICAL RELATIONSHIPS AMONG LIVING THINGS

It is assumed that the relationship between the organism and its environment has received attention throughout the course. The purpose of this section is to summarize the information thought desirable.

A. Physical (Abiotic) factors: soil, water, temperature, light, atmosphere, radiation

B. Biotic factors

1. Cycle of the elements (especially carbon and nitrogen)
2. Food chains — relationships with regard to numbers, mass, size, energy flow
3. Symbiosis: mutualism, parasitism, commensalism
4. Succession
5. Social relationships (ants, bees, birds, deer)

Suggested Study Aids

1. A 28-page pamphlet, *Biological Frontiers,* by Lawrence J. and Marjorie Milne is available for $.60 from the American Library Association Public Affairs Pamphlets, 381 Park Ave. S., New York, New York 10016.

2. A bibliography of recommended readings may be ordered free from:

College Proficiency Examination Program
State Education Department
Albany, New York 12224

CPE COMMITTEE IN BIOLOGY

William Beckert, St. John's University
Harry Brenowitz, Adelphi University
Sister Grace Geisler, Nazareth College of Rochester
Carroll Knowlton, Orange County Community College
Harold Powers, State University College at Oswego

EARTH SCIENCE

Recommended credits: 6

The College Proficiency Examination in Earth Science will expect the candidate to demonstrate his knowledge and understanding of each of the content areas below. Emphasis will be upon the relationships and interactions among the various areas which make up the earth sciences.

Objectives

The candidate should be able to:

A. Recall and use factual knowledge

B. Interpret data and make inferences

C. Solve problems including the manipulation of numerical data and the reading and interpretation of graphs, weather, oceanographic, and geologic maps and cross sections

D. Identify contributions of major earth scientists

E. Devise experiments to demonstrate principles and to solve specified problems in earth science

F. Demonstrate familiarity with major instruments and methods.

Content

I. EARTH AND THE UNIVERSE

relative dimensions and organization of galaxies, stars, planets; starlight; motion; masses; radiation; variable and multiple cluster stars; origin and development of stars; nebulae; solar features and activity; sun as a source of energy; solar system's members, real and apparent motions; meteorites

II. EARTH AS A PLANET

size, shape, mass; latitude, longitude, time; proofs and consequences of rotation (Coriolis effect); revolution; earth-moon relations (tides, eclipses); geographic distribution of gravity and magnetic field; conditions for orbiting satellites (illumination, time, dimension)

III. THE SOLID EARTH

mineral structures and properties; rock composition, texture; principles of rock classification; making and interpretation of

geologic and topographic maps; construction of cross sections; earth model, structure and composition of earth's interior

IV. EARTH'S ENVELOPES

layers of atmosphere; heat budget; radiation balance; atmospheric composition, structure and circulation; oceanic circulation; elements of weather, clouds, form of precipitation, air masses, fronts, storms; weather map interpretation; regional climate

V. EARTH'S PROCESSES

water cycle, rock cycle, energy exchange, geomorphology, tectonics, vulcanism; rock weathering; soils; erosion; sediment transport; deposition, lithification; metamorphism; biological processes; glaciation; earthquakes; faulting; folding

VI. EARTH'S PAST

origins and evolution of life, historical geology, ancient climates, atmosphere, oceans, solar systems; geochronology, radiometric dating; superposition; continental development, faunal succession, stratigraphic interpretation

Suggested Study Aids

A list of suggested readings may be ordered free from:

College Proficiency Examination Program
State Education Department
Albany, New York 12224

CPE COMMITTEE IN EARTH SCIENCE

Arthur Bloom, Cornell University
Kenneth Franklin, Hayden Planetarium
Narayan Gokhale, State University of New York at Albany
Samuel Katz, Rensselaer Polytechnic Institute
Richard Ordway, State University College at New Paltz
Robert Sutton, The University of Rochester

EUROPEAN HISTORY

Recommended credits: 6

The College Proficiency Examination in European History is based upon the introductory two-semester college course in modern European history.

Objectives

The candidate will be expected to demonstrate:

I. A knowledge of the general narrative and the specific major details of European history from 1450 to the present. He should be aware of the general facts of medieval history insofar as these serve as a prolog to modern European history. The essay section of the exam will stress the period from 1789 to the present.

II. An ability to see facts of history in context; interpret, explain, and relate historical movements; distinguish causes, results, and significances; read historical materials in a discriminating way; and weigh evidence and reach conclusion on the basis of facts. A person with an adequate knowledge and understanding of history is expected to write with economy, grace, and above all, with relevance. (See also, "Do Colleges Establish Other Requirements for Credit?", page 9.)

Content

I. Prolog: the later Middle Ages

- **A.** The medieval background: village economy and manorial organization; feudal relations and the structure of feudal monarchies; the universal church; technological changes; commerce and towns; the social hierarchy; intellectual and artistic developments
- **B.** The Renaissance in Italy prior to 1500: individualism, secularization, humanism, and art

II. 1500–1600

- **A.** The Renaissance in Italy and Northern Europe after 1500
- **B.** The Protestant Reformation and Catholic reform
- **C.** The emergence of the modern state
- **D.** Religious and dynastic wars

- **E.** European discovery and expansion overseas
- **F.** Economic change and the development of mercantilism
- **G.** Continental absolutism and constitutional conflicts in England

III. 1660–1789

- **A.** The continuing growth of mercantilism and capitalistic society
- **B.** Constitutional developments in Great Britain
- **C.** The age of Louis XIV
- **D.** The rise of Prussia and Russia; the consolidation of Austria
- **E.** The scientific revolution, Copernicus to Newton; the Enlightenment
- **F.** The enlightened despots and the bureaucratic state
- **G.** The balance of power in Europe and overseas
- **H.** The *ancien régime* and the background of the French Revolution

IV. 1789–1870

- **A.** The French Revolution; Napoleon and the French imperium
- **B.** The age of Metternich
- **C.** The industrial transformation of Europe
- **D.** Romanticism, nationalism, liberalism, and socialism (Utopian and Marxian)
- **E.** The revolutions of 1848
- **F.** Unification movements
- **G.** Political and social developments to 1870
- **H.** Science and thought

V. 1870–1945

- **A.** The new imperialism
- **B.** Changing concepts of the universe, man, society, and the arts
- **C.** The expanding role of government in society
- **D.** The background and results of the First World War; the search for security
- **E.** The Russian Revolution and the rise of communism
- **F.** Fascist regimes
- **G.** Impact of the worldwide depression

H. The background and outcome of the Second World War
I. The growth of parliamentary democracy

VI. Epilogue: Europe from 1945 to present
A. The spread of communism and the cold war
B. Reconstruction and cooperation in Western Europe
C. The end of colonial empires
D. Europe and the United Nations

Suggested Study Aids

A Course in Advanced Placement European History, University Extension Division, The University of Nebraska, Lincoln, Nebraska 68508.

This ome study course is given, through correspondence, by qualified instructors of the Extension Division of the University of Nebraska. Information on tuition and on textbook costs can be obtained from the University of Nebraska.

The course outline (syllabus) *without any instruction* is available from the Extension Division for $3.

CPE COMMITTEE IN EUROPEAN HISTORY

Robert Carlisle, St. Lawrence University
Elisa Carrillo, Marymount College
Nancy Struever, Hobart and William Smith Colleges

FRESHMAN ENGLISH

Recommended credits: 6

The College Proficiency Examination in Freshman English is designed to test the candidate's knowledge and understanding of literature and his ability to write a good composition. The examination assumes preparation equivalent to that of the student who has taken the 1-year course in freshman English commonly offered in colleges and universities.

Objectives

The candidate will be expected to demonstrate an understanding of a variety of literary works drawn from the genres of fiction (short story and novel), poetry, drama, and the essay. He will be expected to know in depth the works on the reading list. He should be able to show how such elements as theme, plot, characterization, point of view, structure, and symbolism function in these works and contribute to their total meaning.

He should have some understanding of the nature of each of the genres; be able to compare and contrast their different characteristics (e.g., the methods of achieving the effects peculiar to drama); be able to discuss relationships between genre and content; be familiar with the literary terminology of the respective genres; and be able to demonstrate understanding of basic concepts of prosody, including the ability to recognize rhyme scheme and scan verse.

He will also be expected to show knowledge of grammar, punctuation, diction, and spelling; and to demonstrate his ability to write a good composition showing competent organization and development in sentences, paragraphs, and the complete essay.

Preparatory Reading

The candidate will be expected to be familiar with all of the following works. Each of the literary genres will receive approximately equal emphasis on the examination.

I. FICTION

A. Short Story: James Joyce (from *Dubliners*)

The Sisters
An Encounter
Araby
Eveline
After the Race
Counterparts
Clay
A Painful Case
Ivy Day in the Committee Room
Two Gallants
The Boarding House
A Little Cloud
A Mother
Grace
The Dead

B. Novel

1. Fitzgerald, F. Scott
   The Great Gatsby
2. Brontë, Emily
   Wuthering Heights

II. NON-FICTION

A. Orwell, George
(from *A Collection of Essays*)

"Such, Such Were the Joys . . ."
Charles Dickens
The Art of Donald McGill
Rudyard Kipling
Raffles and Miss Blandish
Shooting an Elephant
Politics and the English Language
Reflections on Gandhi
Marrakech
Looking Back on the Spanish War
Inside the Whale
England Your England
Boys' Weeklies
Why I Write

B. Thoreau, Henry David
Walden

C. Baldwin, James
Notes of a Native Son

III. DRAMA

- **A.** Ibsen, Henrik
  The Wild Duck
- **B.** O'Neill, Eugene
  Long Day's Journey Into Night
- **C.** Shakespeare, William
  Othello
- **D.** Shaw, George Bernard
  Caesar and Cleopatra
- **E.** Sheridan, Richard
  The School for Scandal
- **F.** Sophocles
  Antigone

IV. POETRY

- **A.** Ballad
  1. "Sir Patrick Spens"
  2. Coleridge, Samuel Taylor
     "The Rime of the Ancient Mariner"
- **B.** Metrical Romance

  Keats, John
  "The Eve of St. Agnes"
- **C.** Dramatic Monologue
  1. Browning, Robert
     "My Last Duchess"
  2. Eliot, T. S.
     "The Love Story of J. Alfred Prufrock"
- **D.** Lyric
  1. Simple
     a. Arnold, Matthew
        "Dover Beach"
     b. Blake, William
        "Jerusalem" (from preface to "Milton")
     c. Cummings, E. E.
        "Anyone Lived in a Pretty How Town"
     d. Dickinson, Emily
        "Because I could not stop for Death"
        "Pain has an element of blank"

e. Donne, John
"A Valediction Forbidding Mourning"
f. Frost, Robert
"The Road Not Taken"
g. Hardy, Thomas
"Afterwards"
h. Herbert, George
"The Pulley"
i. Herrick, Robert
"Delight in Disorder"
j. Hughes, Langston
"Ballad of the Killer Boy"
"Ballad of the Fortune-Teller"
"Ballad of the Girl Whose Name is Mud"
"Ballad of the Man Who's Gone"
k. Jonson, Ben
"To Celia"
l. Marvell, Andrew
"To His Coy Mistress"
m. Thomas, Dylan
"Do Not Go Gentle Into That Good Night"
n. Waller, Edmund
"Go Lovely Rose"
o. Wordsworth, William
"She Dwelt Among the Untrodden Ways"
p. Yeats, William Butler
"The Second Coming"

2. Sonnet
a. Keats, John
"On First Looking Into Chapman's Homer"
b. Milton, John
"On His Blindness"
c. Shakespeare, William
"That time of year thou mayest in me behold"
d. Wordsworth, William
"Westminster Bridge"

3. Ode
Keats, John
"Ode to a Nightingale"

4. Elegy
   Whitman, Walt
   "When Lilacs Last in the Dooryard Bloom'd"
5. Mock Epic
   Pope, Alexander
   "The Rape of the Lock"

Suggested Study Aids

1. A bibliography to introduce the candidate to literary terminology may be ordered free from:

College Proficiency Examination Program
State Education Department
Albany, New York 12224

2. The course, *Freshman Composition and Literature* will be offered by the Independent Study Program of the State University of New York (see pages 16-17).

3. *An Advanced Placement Course in English: Poetry Analysis and Composition,* University Extension Division, The University of Nebraska, Lincoln, Nebraska 68508.

This home study course is given, through correspondence, by qualified instructors of the Extension Division of the University of Nebraska. Information on tuition and on textbook costs can be obtained from the University of Nebraska.

The course outline (syllabus) *without and instruction* is available from the Extension Division for $3.

CPE COMMITTEE IN FRESHMAN ENGLISH

Jeane Geehr, Vassar College
William Green, Queens College, The City University of New York, Chairman
Jonathan Kistler, Colgate University
Townsend Rich, State University of New York at Albany
Hal Smith, College of Insurance

SHAKESPEARE

Recommended credits: 3–4

The College Proficiency Examination in Shakespeare is based upon a one-semester college course on Shakespeare which is usually taken in the sophomore or junior year.

Objectives

The candidate will primarily be expected to demonstrate an understanding of the plays of Shakespeare and of the significant relationships between them. He will be expected to have knowledge of essential background information: the dates of the plays on the reading list, their sources and their textual history; a familiarity with the life of Shakespeare; and some acquaintance with the customs and conventions of the Elizabethan theater.

He should be prepared to answer factual questions drawn from the background materials or from plays listed below. He will be expected to have sufficient knowledge of details so that he can discuss the plays intelligently and support generalizations and interpretations with specific evidence. The candidate should be able to show how such dramatic and poetic elements as theme, character, plot, language, verse form, and imagery function in the plays and contribute to their total meaning. He should have some familiarity with the conventions of comedy, tragedy, and the history play as reflected in Shakespeare's dramatic art. He should be able to discuss relationships between genre and content. Memorizations of passages will not be required. Knowledge derived from the study of any of the plays of Shakespeare whether on the suggested list or not will be helpful in answering general questions and may be used where appropriate in answering essay questions.

Preparatory Reading

I. Comedies: *A Midsummer Night's Dream*
The Merchant of Venice
Twelfth Night
Measure for Measure
The Tempest

II. Histories: *Richard II*
Henry IV, Part I

III. Tragedies: *Hamlet*
Othello
King Lear
Macbeth
Antony and Cleopatra

There are many good, recent editions of individual plays as well as collections which contain all or most of the plays in this list. Essential background information can be obtained from any good collected text of Shakespeare's work or from a modern handbook on Shakespeare. Such books also contain suggestions for further reading. The candidate will undoubtedly add to his enjoyment and understanding of Shakespeare's works if he sees some of the plays or listens to good recordings of them.

Suggested Study Aids

The course, *Shakespeare* will be offered by the Independent Study Program of the State University of New York (see page 16).

CPE COMMITTEE IN SHAKESPEARE

Jeane Geehr, Vassar College
William Green, Queens College
Jonathan Kistler, Colgate University, Chairman
Townsend Rich, State University of New York at Albany
Hal Smith, College of Insurance

Foreign Languages

French, German, Italian, Russian, Spanish

The College Proficiency Examination Program administers and scores the Modern Language Association's Foreign Language Proficiency Tests for Teachers and Advanced Students.

LANGUAGE SKILLS (Battery A)

Recommended credits: variable

Listening comprehension, speaking, reading, and writing tests are offered in French, German, Italian, Russian and Spanish. These examinations are not designed to cover a specific course or courses but, rather, are intended to test a relatively high level of language competence that would encompass work covered in several courses, including those of an advanced nature. Each college, therefore, can best decide how much credit it will grant for various levels of performance on the examinations included in Battery A. Colleges may wish to consult the standards established by the State Education Department for teacher certification purposes. These standards are available from:

The Division of Teacher Education and Certification
The State Education Department
800 North Pearl Street
Albany, New York 12204

Depending on the scores achieved on Battery A the State Education Department will recognize satisfactory performance in lieu of as many as 24 course credits in language towards the foreign language teaching certificate. Since there are other requirements to be met in order to teach in the public schools of New York State, no candidate should assume that he or she will be awarded a teaching certificate simply on the basis of high scores on these examinations.

APPLIED LINGUISTICS, CIVILIZATION AND CULTURE, AND PROFESSIONAL PREPARATION (Battery B)

Recommended credits: 3 each

With the exception of Professional Preparation (Teaching Methods) for which there is one general test, separate examinations in Applied Linguistics and in Civilization and Culture are offered for each of the five languages. These tests are evaluated on a pass-fail basis.

Within the limitations described in Language Skills above, satisfactory performance on the tests in Battery B also may be used for teacher certification purposes. Successful completion of the Professional Preparation test will be accepted in lieu of three (3) course credits in professional education.

Students whose scores are on file with the Educational Testing Service may request that agency to send an official transcript to the College Proficiency Examination Program office for evaluation. CPEP will then issue an official grade report form which includes a course credit recommendation.

A brochure describing the content of the foreign language tests is available from the CPEP office.

CPE COMMITTEE IN FOREIGN LANGUAGES

John Allen III, New York University
Joseph Astman, Hofstra University
Gordon Silber, SUNY at Buffalo
Italo Ponterotto, Iona College

Health Education Sciences

HEALTH I: PERSONAL HEALTH—PHYSICAL ASPECTS

Recommended credits: 12

The College Proficiency Examination in Health I: Personal Health — Physical Aspects is based upon content to be found in the following college health courses: Nutrition, Personal Health, First Aid and Safety, Health Observation, Epidemiology and Health Economics.

The emphasis is directed towards behavioral application of knowledge and attitudes as this pertains to educating for health.

Objectives

The candidate will be expected to demonstrate

1. a knowledge of facts, trends and terminology related to the content areas listed below
2. an understanding of personal and physical health concepts, principles, and procedures
3. the ability to analyze, synthesize, and evaluate health knowledge, attitudes and behavior concerning physical and personal health
4. the ability to assess individual health patterns dealing with the content areas listed below

Content

I. HEALTH STATUS

- **A.** The health examination
- **B.** Growth and development
  1. Stages
  2. Factors affecting
  3. Height-weight
  4. Body structure
- **C.** Physical fitness
  1. Relationship to total health

2. Value of physical fitness
3. Means of attaining physical fitness

II. NUTRITION

A. Basic four

B. Food nutrients
1. Energy producers: carbohydrates, fats, proteins
2. Body regulators: proteins, minerals, vitamins, water

C. Fads and fallacies
1. Diets
2. Health-food faddism

D. Recommended dietary allowances

E. Basal metabolism rates
1. Definition
2. Determination
3. Influencing factors
4. Total calorie usage

F. Food processing and preparation
1. Processing procedures
2. The enrichment program
3. Food additives
4. Modification
5. Food supplements
6. Packaging and labeling
7. Individual food preparation

G. Dietary Deficiency diseases
1. Protein deficiency diseases
2. Vitamin deficiency diseases
3. Mineral deficiency diseases

H. Special nutritional needs
1. Underweight — overweight — obesity
2. Therapeutic diets
3. Age variation

III. DENTAL HEALTH

A. Functions of the teeth

B. Care of the teeth
1. Personal
2. Professional

C. Nutritional implications

- **D.** Dental programs
- **E.** Diseases of the teeth and supporting tissues
- **F.** Recent advances in dentistry

IV. SENSES

- **A.** Vision
  1. Visual function and supporting structures
  2. Common vision tests
  3. Preventive eye care
  4. Eye disorders
  5. Corrective devices
  6. Education of the visually handicapped
- **B.** Hearing
  1. Function and supporting structures
  2. Common hearing tests
  3. Protection of the ear
  4. Prevention of hearing loss
  5. Hearing disorders
  6. Corrective devices
  7. Education of the handicapped
- **C.** Taste, smell, and touch
  1. Interrelationship with each other
  2. Their role in nutrition

V. THE INDIVIDUAL'S ROLE IN DISEASE PROTECTION AND PREVENTION

- **A.** Communicable diseases
  1. Control of communicable diseases
  2. Communicable disease problems
- **B.** Chronic and degenerative diseases
  1. Contributory factors and causes
  2. Personal responsibility
  3. Classification

VI. SECURING HEALTH SERVICES AND PROTECTION

- **A.** Evaluating health information
- **B.** Choosing health advisors
  1. Criteria for selection
  2. Sources of reliable information
  3. Medical and nonmedical specialists

C. Medical economics and medical care programs
   1. Compulsory vs. voluntary programs
   2. Group medical practice

D. Current problems in securing medical services
   1. Health manpower shortages and distribution
   2. Population distribution

VII. THE INDIVIDUAL'S ROLE IN FIRST AID AND SAFETY

A. Foundations
   1. Values and purposes of first aid
   2. Legal implications
   3. Moral responsibility
   4. Incidence of accidents and injuries
   5. Principles of prevention

B. Emergency Priorities in first aid
   1. Serious bleeding
   2. Stoppage of breathing
   3. Traumatic shock
   4. Poisons
   5. Wounds and infections
   6. Sprains, strains, fractures, dislocations
   7. Other

C. Safety
   1. Traffic and pedestrian safety
   2. Home and farm
   3. Fire safety
   4. School
   5. Recreational activities
   6. Disaster preparedness

CPE COMMITTEE IN HEALTH I

James Baker, State University College at Oneonta
David Brogan, State University College at Brockport
Leonard Gath, State University College at Cortland
Anne Newman, Brooklyn College
William Stebbins, State University College at Brockport
Kenneth Veselak, Nassau Community College
William Zimmerli, State University College at Brockport

HEALTH II: PERSONAL HEALTH-EMOTIONAL SOCIAL ASPECTS

Recommended credits: 12

The College Proficiency Examination in Health II: Personal Health-Emotional-Social Aspects is based upon content to be found in the following college courses: Drug Use and Abuse, Human Sexuality, Mental and Emotional Health, Human Growth and Development, Marriage and the Family, Human Relations, Group Dynamics.

The emphasis is directed towards behavioral application of knowledge and attitudes as this pertains to educating for health.

Objectives

The candidate will be expected to demonstrate

1. a knowledge of facts, trends, and terminology related to the content areas listed below
2. an understanding of emotional and social health concepts, principles and dynamics
3. the ability to analyze, synthesize, and evaluate health knowledge, attitude, and behavior concerning emotional and social development

Content

I. Drug Use and Abuse (alcohol, tobacco, narcotics, and other drugs)
   - **A.** Drugs as Chemical Agents
   - **B.** Implications for the Individual
   - **C.** Implications for the Family
   - **D.** Implications for Society

II. Sexuality
   - **A.** Stages in Psychosexual Development
   - **B.** Appreciation of Self as a Sexual Being
   - **C.** Expressions of Sexuality
   - **D.** Reproduction
   - **E.** Myths

III. Emotional Development
   - **A.** Emotions
   - **B.** The Nature of Experience
   - **C.** Ways of Dealing with Emotions
   - **D.** Development of Self-Awareness

- **E.** The Maturing Process
- **F.** Emotional Disorders

IV. Social Development

- **A.** The Individual as a Social Being
- **B.** Communication
- **C.** Group Dynamics
- **D.** Interpersonal Relationships
- **E.** Value Systems
- **F.** Cognition and Behavior

V. Marriage and Family Relations

- **A.** History of the Family in America
- **B.** Changing Social Values Regarding Marriage
- **C.** Adjusting in Marriage
- **D.** Roles of the Marital Partners
- **E.** Factors Involved in Family Planning
- **F.** The Family
- **G.** Parenthood
- **H.** Marital Dissolution

CPE COMMITTEE IN HEALTH II

Eugene Bowers, SUC at Brockport
Ralph Edwards, Kingsborough Community College
Madeline Huerster, Queens College
Ernest Luongo, SUC at Oswego
Frank Rathbone, Brooklyn College
Gustav Timmel, SUC at Cortland
Miriam Tuck, Herbert Lehman College

HEALTH III: PUBLIC-ENVIRONMENTAL HEALTH

Recommended credits: 12

The College Proficiency Examination in Health III: Public-Environmental Health is based upon content to be found in the following college health courses: Community and World Health, Environmental Health, Consumer Health, Disease Prevention and Control, and Problems of the Aged.

The emphasis is directed towards behavioral application of knowledge and attitudes as this pertains to educating for health. Students would be advised to consult the most recent publications in the field of public and community health.

Objectives

The candidate will be expected to demonstrate

1. a knowledge of facts, trends, and terminology related to the content areas listed below
2. an understanding of community health resources, concepts, principles, and procedures
3. the ability to analyze, synthesize, and evaluate health knowledge, attitudes and behavior concerning community and environmental health problems and programs
4. the ability to assess the individuals relationship and responsibilities with regard to community health problems

Content

I. Environmental Health Problems — Ecology (Nature, scope, causes, and control)
Major emphasis to be placed on: Air, Water, Sewage, and Refuse. Further topics to be considered: Radiation, Chemicals, Noise, Animal Reservoirs and vectors of disease, Foods, Industrial Health, Housing, and Others.

II. Disease protection, prevention, and treatment
- **A.** The Epidemiological Method
- **B.** Communicable diseases
- **C.** Noncommunicable diseases
- **D.** Legislation

III. Consumer Health
- **A.** Problems relating to Quackery, Faddism, Cultism, and others

- **B.** Attacking the Problems — Education and Protection
  1. Schools
  2. Official Health Agencies
  3. Consumer Protection Agencies
  4. Health Professional Organizations
  5. Commercial Agencies

IV. World Health and Population Problems
- **A.** Factors affecting mortality, morbidity, and longevity
- **B.** Major health problems throughout the world
- **C.** International organizations for health
- **D.** International population growth and control policies

V. The Aged — Problems and Programs
- **A.** Understanding the aging process
  1. Definitions (gerontology, Geriatrics, Senescence)
  2. Special needs such as health services, housing, recreation, and income
- **B.** Programs such as Medicaid, Medicare, and senior citizens clubs and organizations

VI. Trends
- **A.** Specializations in medicine
- **B.** Use of auxiliary personnel
- **C.** Increased governmental participation in provision of health services
- **D.** Continuing improvement in technology
- **E.** Conquest of heart disease, cancer, birth defects, mental retardation

VII. Community Health Agencies in the U.S. — official voluntary and other community organizations for health

CPE COMMITTEE IN HEALTH III

Patrick Carolan, Nassau Community College
Harold Childs, Springfield College
Frank Egan, Queensboro Community College
Anne Loop, Hunter College
Charles Poskanzer, SUC at Cortland
Thomas Rochester, Corning Community College

Nursing Sciences

FUNDAMENTALS OF NURSING

Recommended credits: 5–10

The College Proficiency Examination in Fundamentals of Nursing is designed to test the candidate's knowledge and understanding of the basic practice of nursing. The examination assumes preparation equivalent to that of the student who has taken a basic course in fundamentals of nursing at a diploma school of nursing or in an associate degree program of nursing.

Objectives

The candidate will be expected to demonstrate:

I. a knowledge and understanding of facts, trends, and terminology related to the content areas listed below

II. the ability to recognize and apply principles and theories to a variety of nursing situations

III. the ability to assess simple nursing situations and propose an appropriate plan of action.

Content

I. **HEALTH CARE**
   - **A.** History of nursing
   - **B.** Roles of members of the health team
   - **C.** Health services and agencies as related to current problems
   - **D.** Environment of the hospital
   - **E.** Legal implications of nursing

II. **MAINTAINING THE INDIVIDUALITY OF THE PATIENT**
   - **A.** Basic psychosocial needs
   - **B.** Nurse—patient relationships
   - **C.** Patient behavior

III. MAINTAINING BASIC PSYCHOLOGICAL FUNCTIONS

- **A.** Nutrition
- **B.** Elimination
- **C.** Activities
- **D.** Rest

IV. THERAPEUTIC INTERVENTION

- **A.** Medication
- **B.** Application of heat and cold
- **C.** Irrigation
- **D.** Maintenance of wound and urinary drainage
- **E.** Bandages, bindings and dressings

Asepsis, observation, recording and reporting are included throughout the content.

Suggested Study Aids

A bibliography may be ordered free from:

College Proficiency Examination Program
State Education Department
Albany, New York 12224

CPE COMMITTEE IN FUNDAMENTALS OF NURSING

Mary Bang, Central Islip State Hospital
Helen Dewar, E. J. Meyer Memorial Hospital, Buffalo
Janet Fahey, Hudson Valley Community College, Troy
Carolyn Isenberg, Junior College of Albany
Mildred Pitts, Kingsborough Community College, Brooklyn
Marian Siriani, Misericordia Hospital, Bronx

MATERNAL AND CHILD NURSING, ASSOCIATE DEGREE LEVEL

Recommended credits: 4–6

The College Proficiency Examination in Maternal and Child Nursing, *Associate Degree Level* is designed to test the candidate's knowledge, understanding, and application of principles in the nursing care of parents and children. The examination assumes preparation equivalent to that of the student who has taken a course in maternal and child nursing in an associate degree program of nursing.

Objectives

The candidate will be expected to demonstrate:

1. a knowledge and understanding of facts, trends, and terminology related to the content areas listed below
2. the ability to recognize and apply principles and theories to a variety of nursing situations
3. the ability to assess commonly-occurring nursing situations and propose an appropriate plan of action

Content

The importance of interpersonal relationships is stressed throughout the maternal and child nursing content. Aspects of nutrition and pharmacology related to maternal and child nursing are included throughout the content, also.

I. **THE BEGINNING FAMILY**

- **A.** Antepartal period
  1. Effect of pregnancy on mother and family
  2. Prenatal health care
  3. Deviations from normal
- **B.** Intrapartal period
  1. Normal stages and phases of labor
  2. Care during labor and delivery
  3. Deviations from normal
- **C.** Postpartal period
  1. Physiological and psychological changes
  2. Adaptations to new family roles

3. Family planning
4. Deviations from normal

D. Newborn period (birth to 28 days)

1. Physiological and psychological adaptations to life
2. Dependency, anticipatory guidance, and health supervision
3. Deviations within the neonatal period

II. THE EXPANDING FAMILY

A. The infant (1 month to 1 year)

1. Family relationships
2. Normal development
3. Health care

B. The toddler (1 to 2½ years)

1. Family relationships
2. Normal development
3. Health care

C. The preschool child (3 to 5 years)

1. Family and other relationships
2. Normal development
3. Health care

D. The school-age child (6–12 years)

1. Family and other relationships
2. Normal development
3. Health care

E. The adolescent (13–21 years)

1. Family relationships
2. Normal development
3. Health care

CPE COMMITTEE IN MATERNAL AND CHILD NURSING, ASSOCIATE DEGREE LEVEL

Meda Bowman, Monroe Community College
Florence Healy, Corning Community College
Mrs. Adele Mitchell, Suffolk Community College
Edith Rubino, Rockland Community College

MATERNAL AND CHILD NURSING, BACCALAUREATE LEVEL

Recommended credits: 6–12

The CPE in Maternal and Child Nursing, *Baccalaureate Level,* is designed to test the candidate's knowledge and understanding of maternal and child nursing. The emphasis is placed upon the application of theory to the nursing situation.

The candidate should be prepared to demonstrate:

1. a knowledge of facts, trends, and terminology related to the content areas listed below
2. the ability to recognize and apply principles and theories to a variety of nursing situations
3. the ability to use a problem-solving approach in assessing nursing situations and in making judgments concerning appropriate nursing intervention.

Content

I. MATERNAL NURSING

A. Antepartal period
1. Manifestations of pregnancy
2. Impact of pregnancy on mother and family
3. Management of the pregnant patient
4. Trends in maternal care

B. Intrapartal period
1. Normal labor process
2. Complications of labor
3. Operative obstetrics
4. Management of the labor patient

C. Postpartal period
1. Psycho-physiological adaptations
2. Complications of puerperium
3. Management of postpartal patient
4. Family planning

D. Newborn period
1. The normal newborn
2. Complications within the newborn period

3. Prematurity
4. Management of the newborn period

II. **CHILD NURSING**

A. The infant (birth to 1 year)
1. Family relationships
2. Acute medical and surgical conditions
3. Long term medical and surgical conditions
4. Health supervision

B. The young child (1–5 years)
1. Family relationships
2. Medical-surgical conditions
3. Effects of illness
4. Health supervision

C. The school-age child (6–12 years)
1. Interpersonal relationships
2. Medical-surgical conditions
3. Effects of illness
4. Health supervision

D. The adolescent (13–21 years)
1. Family relationships
2. Psycho-social and psycho-sexual needs and problems
3. Common health problems
4. Health supervision

CPE COMMITTEE IN MATERNAL AND CHILD NURSING, BACCALAUREATE LEVEL

Jane Fielding, State University of New York at Binghamton
Sister Patricia Ann Finn, Niagara University
Mary Norma O'Hara, State University of New York at Buffalo
Cornelia Porter, The University of Rochester
Marie Strickland, Cornell University — New York Hospital
Rosalind Wang, Russell Sage College

MEDICAL-SURGICAL NURSING

Recommended credits: 8–12

The emphasis of the College Proficiency Examination in Medical-Surgical Nursing will be on the nursing process. The candidate will be expected to

1. know specific facts, principles, and theories
2. assess situations by analysis and synthesis
3. apply nursing principles
4. evaluate situations as to their effectiveness and implications.

Content

I. METABOLISM
- **A.** Oxidation
- **B.** Hydration
- **C.** Nutrition

II. MOTILITY
- **A.** Skeletal movement
- **B.** Nerve Control
- **C.** Flow and Pressure

III. TISSUE TRAUMA
- **A.** Irritation-inflammation
- **B.** Infection
- **C.** Change of Tissue Activity
- **D.** Change of Function

IV. SENSATION
- **A.** Special Senses
- **B.** Receptors

V. BEHAVIOR
- **A.** Integrative
- **B.** Physiological Factors
- **C.** Psychological

Suggested Study Aids

A bibliography of recommended readings may be ordered from:
College Proficiency Examination Program
State Education Department
Albany, New York 12224

CPE COMMITTEE IN MEDICAL-SURGICAL NURSING

Erma Bahrenburg, Adelphi University
Margaret Cotterell, Cornell University — New York Hospital
Marjory Keenan, Russell Sage College
Madeleine Kennedy, State University of New York at Buffalo
Edith Schmitt, Wagner College

79 A

PSYCHIATRIC-MENTAL HEALTH NURSING

Recommended credits: 6

The emphasis in the College Proficiency Examination in Psychiatric-Mental Health Nursing is placed upon the application of theory to the nursing situation. The candidate should be prepared to demonstrate

1. a knowledge of facts, trends, and terminology related to the content areas listed below
2. the ability to recognize and apply principles and theories to a variety of nursing situations
3. the ability to utilize a problem-solving approach in assessing nursing situations and in making judgments concerning appropriate nursing intervention.

Content

I. PERSONALITY DEVELOPMENT

- **A.** Developmental goals at particular stages
- **B.** Early family relationships
- **C.** Basic human needs
- **D.** Development of self-concept
- **E.** Adaptive processes
- **F.** Specific mechanisms
- **G.** Possible determinants of behavior
- **H.** Conflicts

II. NATURE OF ANXIETY

- **A.** Definition
- **B.** Origins of anxiety
- **C.** Physiological, mental, and behavioral signs
- **D.** Normal vs. neurotic
- **E.** Methods of coping with anxiety

III. INTERPERSONAL RELATIONSHIPS

- **A.** Reciprocal nature of
- **B.** The psychiatric nurse
  1. Role with patients and coworkers
  2. Interpersonal functions
  3. Needed qualities and attitudes

4. Skills and abilities
   a. Methods of thinking
      (1) Critical
      (2) Knowledgeable
      (3) Goal-directed
   b. Ability to recognize meanings underlying overt behavior (in self and others)

IV. COMMUNICATION PROCESS

A. Definition
B. Kinds of communication
C. Specific communication skills
D. Use of communication skills

V. TYPES OF THERAPY

A. Somatic
B. Psychotherapeutic

VI. PATIENT'S HOSPITAL WORLD

A. Characteristics and problems of the hospital environment
   1. Custodial hospitals
   2. Therapeutic community

B. Patient adjustment to hospital environment
   1. Patient's hospital world
   2. Negative aspects of patient adjustment
   3. Positive aspects of patient adjustment

C. Therapeutic use of the patient's environment
   1. Concept of therapeutic milieu
   2. Application of concepts of therapeutic milieu

VII. PROBLEMS IN ADAPTATION

A. Patient behaviors which create nursing problems in psychiatric and non-psychiatric settings

B. Specific problems

C. Major defenses used in adaptation
   1. Patterns of adaptation
   2. Major defenses used in adaptation and their signs

VIII. NURSING INTERVENTION
- A. Nurse-patient relationships
- B. Principles of problem solving
- C. Skills needed

IX. ROLE OF NURSES IN PROMOTING MENTAL HEALTH

X. RELATIONS WITH HELPING PROFESSIONS

CPE COMMITTEE IN PSYCHIATRIC-MENTAL HEALTH NURSING

Ruth Angelus, Cornell University — New York Hospital
Sister Kathleen Black, State University of New York at Binghamton
Kirstan Burke, The University of Rochester
Juanita Wilson, Adelphi University

AMERICAN EDUCATION, HISTORY OF

Recommended credits: 3

The College Proficiency Examination in the History of American Education is designed to test the candidate's knowledge and understanding of the important events and developments in American education, and the influence of these events and developments on contemporary policy and practice. The examination assumes preparation equivalent to that of students who have taken the one-semester college course in the history of American education.

Objectives

The candidate will be expected to demonstrate his ability to recall factual information concerning the material listed above. The emphasis, however, will be on questions that require the use of this information in demonstrating an understanding of:

I. The origins of educational practices

II. The relationships between education and the social circumstances and intellectual assumptions that condition educational policies and practices

III. The relationship between formal and informal education

IV. The relationships between American and European educational history.

It is recommended that the candidate read one or more texts specifically on the history of American education. In addition, it would be well if he examined selections from general works on American and western history to gain perspective on such topics as informal education, nonschool education, and cultural influences on education.

Content

The candidate will be expected to be familiar with the events and developments in each major period listed below. He should be

aware of the way these events and developments relate to the theme listed for each period:

PERIOD	DATES	THEME
I.	1600–1690	The spread of Western culture to the Americas
II.	1691–1779	The emergence of a distinctive cultural norm in the English-speaking colonies
III.	1780–1875	The popularization of education and of culture
IV.	1876–1939	The secularization, extension, and standardization of education
V.	1940–present	The impact of America's role as a world power on American education

Among the topics with which the candidate should be familiar in each period are the following:

A. *Informal education:* including influences deriving from family, newspapers, literature, politics, technology, etc.

B. *Formal education:* including both schools and other educational agencies (i.e., the museum)

C. *People:* (i.e., Horace Mann, Jane Addams, etc.)

D. Theories of education: humanism, pragmatism, scholasticism, etc.

E. *Educational legislation:* (i.e., the Morrill Act of 1862, the Smith-Hughes Act of 1917, etc.)

Suggested Study Aids

A bibliography of recommended readings may be ordered free from:

College Proficiency Examination Program
State Education Department
Albany, New York 12224

CPE COMMITTEE IN HISTORY OF AMERICAN EDUCATION

Hyman Kuritz, State University of New York, Albany
Jonathan Messerli, Hofstra University
Frederick Schult, New York University

COMMUNICATIONS AND EDUCATION

Recommended credits: 2

The College Proficiency Examination in Communications and Education covers the material usually found in a one-semester college course in communications and education.

Content

The candidate will be expected to discuss and enlarge upon the following ideas using knowledge gained from the preparatory reading below

I. Mass communication as a social force
II. Propaganda as an aspect of communication
III. Freedom of speech
IV. Education, in terms of aims and methods, as related to practice in contemporary life
V. The role of electronic devices in education

Preparatory Reading

The candidate will be examined on his knowledge and understanding of the following works

Barnouw, E., *Mass Communication*
Bruner, J. S., *The Process of Education*
Carnegie Commission Report, *Public Television*
Center for the Study of Democratic Institutions, The *Free Trial vs. Free Press*
Chafee, Z., *Free Speech in the U.S.*
Chicago University Press, *A Free and Responsible Press*
Conant, J. B., *The Comprehensive High School*
Coons, J. E., ed., *Freedom & Responsibility in Broadcasting*
Heilbronner, R. L., *The Future as History*
Lippmann, W., *The Public Philosophy*
Lofton, J., *Justice and the Press*
Mill, J. S., "Essay on Liberty"
Murphy, J. & Gross, R., *Learning by Television*
Fund for Advancement of Education
477 Madison Avenue, New York, New York 10022
Packard, V., *The Hidden Persuaders* and *The Naked Society*
Whitehead, A. N., *Aims of Education*
Wiggins, J. R., *Freedom or Secrecy*

Suggested Study Aids

1. The television course "Communications and Education" may be viewed, depending on local program schedules, on educational television channels in New York State

Schenectady	WMHT Channel 17
Buffalo	WNED Channel 17
Syracuse	WCNY Channel 24
New York City	WNDT Channel 24
New York City	WNYC Channel 31
Rochester	WXXI Channel 21

For television schedule write to Room 264, State Education Department, Albany, New York 12224.

2. Study materials, developed for use with the television presentation, "Communications and Education," are available for $1 from the

Bureau of Mass Communications
State Education Department
Albany, New York 12224

The CPE candidate will find these materials helpful even if he does not view the television presentation.

CPE COMMITTEE IN COMMUNICATIONS AND EDUCATION

George Gordon, Hofstra University
Richard Hartzell, State University of New York at Stony Brook
Charles Siepmann, New York University

EDUCATIONAL PSYCHOLOGY

Recommended credits: 6

The College Proficiency Examination in Educational Psychology is based upon an introductory college course in educational psychology or in psychological foundations of education and is designed to test an understanding of basic psychological principles.

Objectives

The candidate will be expected to demonstrate:

I. A knowledge of key terms and concepts and important persons associated with particular investigations or points of view

II. The ability to read and use psychological information

III. An acquaintance with key experimental and empirical studies which provide the basis for generalizations and principles of educational psychology and ability to interpret findings and apply them to specific classroom situations

IV. Knowledge of principles, generalizations and dominant theories; understanding of how they operate in actual practice; and ability to apply them to classroom situations

Content

I. Development and maturation, including: principles of development, readiness, heredity and environment, personality factors associated with maturation, social-emotional development

II. Learning, including: learning process, retention and forgetting, transfer, learning of concepts, attitudes and skills

III. Personality structure and organization, including: motivation, self-concept, social-class influences, theories of personality, mental health, prejudices

IV. Environmental factors, including: family climate, peer-group influence, school climates, teacher personality

V. Measurement, including: elementary statistical concepts, general characteristics and types of test scores, teacher evaluation of pupils, standardized tests

CPE COMMITTEE IN EDUCATIONAL PSYCHOLOGY

Howard Berkowitz, State University College at Oneonta
Gordon Fifer, Hunter College
Sister Mary Gertrude Keckeissen, College of Mount Saint Vincent
Richard Ripple, Cornell University
John Rosenbach, State University of New York at Albany

PHILOSOPHY OF EDUCATION

Recommended credits: 6

The College Proficiency Examination in Philosophy of Education assumes preparation equivalent to that of the student who has taken a two-semester college course in philosophy of education (or a one-semester college course carrying up to six semester hours of credit).

Objectives

The examination is designed to test the candidate's ability to deal philosophically with significant and continuing issues in the educational domain. It will measure his knowledge and understanding of major works in philosophy which shed light on aspects of the problems in education. It demands the ability to identify the philosophic dimension of persisting issues and problems, to frame relevant philosophic questions, and to conceptualize such issues and problems within the context of the history of ideas. The candidate's facility in handling the philosopher's distinctive tools, and his familiarity with philosophic terminology, conceptual apparatus, and methods will also be examined.

Content

I. The candidate will be expected to know the following works of Plato and Dewey and at least one of the other works in the following list:

- **A.** Plato. *Meno, The Republic*
- **B.** Aristotle. *Politics* (Books V, VI, VII, VIII); Nichomachean Ethics (Book IV)
- **C.** John Dewey. *Experience and Education; School and Society*
- **D.** Alfred North Whitehead. *The Aims of Education*
- **E.** Israel Scheffler. *Conditions of Knowledge*
- **F.** R. S. Peters. *Ethics and Education*
- **G.** James Gribble. *Introduction to Philosophy of Education*

II. The candidate will be expected to deal philosophically with such educational issues and problems as:

- **A.** Education and the school in relation to society and culture

B. Teacher and learner: Their natures as human beings, as social organisms, as citizens
C. The concepts of **teaching** and **learning**
D. Curriculum: The selection and ordering of content
E. Methods of teaching: Logical and psychological approaches
F. Conditions of schooling: Organization, administration, control, professionalism
G. Approaches to the determination of educational aims

III. The candidate should be familiar with, and be able to apply to educational issues, the basic conceptual apparatus of contemporary philosophy. He should:

A. Be able to make use of counter-examples in the clarification of an issue, and to deal appropriately with tautologies, ambiguities, and vagueness.
B. Know the major functions and forms of definitions, and be able to make intelligent use of this knowledge.
C. Be familiar with and use the following methods and distinctions:
1. Methods used in the search for knowledge, including intuition, revelation, consensus, deduction from basic truths, and the scientific, Socratic, and phenomenological methods.
2. Distinctions between facts and values, induction and deduction, and analytic and synthetic statements.

Suggested Study Aids

Bibliography of Recommended Readings in Philosophy of Education may be ordered free from:

College Proficiency Examination Program
State Education Department
Albany, New York 12224

CPE COMMITTEE IN PHILOSOPHY OF EDUCATION

Morris Berger, State University of New York at Albany
Paul Dietl, Syracuse University
Mary Anne Raywid, Hofstra University

TEACHING METHODS

Foreign Languages — French, German, Italian, Russian and Spanish

Recommended credits: 3

A passing grade in the Professional Preparation test of the Modern Language Association Foreign Language Proficiency Test, Battery B, will be accepted by the New York State Education Department toward teacher certification in lieu of three (3) credits in professional education.

See also page 60.

Discontinued Examinations

The College-Level Examination Program, which administers proficiency examinations on a nationwide basis, now gives a number of tests in areas formerly covered by the College Proficiency Examination Program. For a list of these examinations, and information about CLEP, see page 13. The following examinations have been discontinued by the College Proficiency Examination Program, and are *not* presently offered by CLEP:

Anthropology A and B
Calculus B
Criminology
Engineering Graphics A and B

If sufficient demand should develop for one or more of these six examinations, special test administrations may be arranged. For further information, write to the Director of the College Proficiency Examination Program.

Policy Statements

The specifics of each institution's policy statement have been abstracted and arranged in tabular form on the following pages for ease of presentation. In addition to the specific points listed for each institution, the following general points apply to almost all higher institutions which have submitted policy statements to the State Education Department regarding the granting of CPE credit.

1. The applicant for credit should refer to the college catalog for a more complete and specific statement of policy regarding the granting of credit for performance on a CPE.
2. Formal application for CPE credit will be accepted by a college only when the individual matriculates or enrolls at the college. (This does not prevent a person from seeking counseling at the college prior to matriculation to determine how much credit he may be granted when he does matriculate.)
3. If the applicant for CPE credit has not previously enrolled at the college it is understood that he must satisfy the entrance requirements of the college.
4. Generally the initial determination as to whether CPE credit will be granted by a college is made by the faculty of a specific department or division. In some cases there is further review by some other authority or faculty committee within the college.
5. CPE credit usually will only be granted where the content of the CPE matches or parallels the content of the college's course in that subject. If the CPE does not parallel a course the college may grant "free elective" credit within the limits of its specific program.
6. CPE credit will not be awarded in a subject below the level of work already attained by the student.
7. If CPE credit was awarded previously by another college this earlier credit will have to be reevaluated if subsequent transfer application is made to a second college.

8. In some areas, particularly the sciences and technical areas, a college will expect the candidate to demonstrate a degree of laboratory skill and experience.
9. For those CPE's which contain essay or problem-solving sections the college may request to review the candidate's specific answers in those sections. The State Education Department will send photocopies of the applicant's answers at the request of the college.
10. Credit granted for CPE is generally not included in a student's overall grade point average or in any quality point system.
11. The transcript of the student who has been awarded CPE credit will usually carry the notation that credit was granted for successful performance on a CPE.

Even though the college from which you wish CPE credit does not appear in the following list CPE credit may be granted there. Check with the Dean, or Director of Admissions at the college.

POLICIES OF COLLEGES AND UNIVERSITIES REGARDING THE GRANTING OF CPE CREDIT

Legend: 1. Registrar 2. Dean 3. Director of Admissions 4. Admissions Committee
5. Advanced Standing Committee 6. Executive Committee or Academic Council
7. Appropriate academic department or division NS — Not specified by college

University or College	*Maximum CPE Credits Allowed*	*Minimum Acceptable CPE Grade*	*Application for Credit: Made to* (See legend above)	*Reviewed by*	*Fee*	*Specific Comments*
Academy of Aeronautics ..	9	NS	NS	7	NS	
Adelphi University	NS	C	3	NS	None	Credit will not be awarded to special or nonmatriculated students.
Adirondack Community	NS	NS	NS	NS	NS	
Albany Medical Center	NS	NS	NS	NS	NS	
Alfred	32	C	5	5	None	
Auburn Community	30	C	3	NS	$10	If failed CPE is retaken, a grade of B is required for credit.
Bank Street College	*	NS	NS	NS	NS	CPE credit granted by undergraduate institutions will be accepted to meet entrance requirements.
Bard	NS	NS	NS	6, 7	NS	Credit will not be given except in very special cases. Satisfactory performance on a CPE can gain exemption.
Bennett	NS	C	NS	6, 7	NS	

Bernard M. Baruch College.	NS	NS	NS	NS	NS	
Borough of Manhattan Community College	NS	NS	NS	NS	NS	
Briarcliff	NS	NS	NS	NS	NS	
Bronx Community	30	C	1	7	NS	CPE credit may be granted for more than one course where the CPE is deemed equivalent to a multisequence of courses.
Brooklyn	NS	B*	**	7	NS	*Grade of C can earn exemption.
Brooklyn Community	NS	NS	NS	NS	NS	**Apply to Office of Exemption Examinations.
Broome Technical Community	NS	NS	4	1, 4	NS	
Buffalo Bible Institute	NS	NS	NS	2	NS	
Canisius	NS	NS	NS	NS	NS	
Cathedral College of the Immaculate Conception ..	NS	NS	NS	2	NS	
Catherine McAuley	30*	C	NS	2, 7	None	Credit will be provisional until student has satisfactorily completed 12 credits in residence. *For CPE grades of A, this minimum may be raised. Only 6 CPE credits will be allowed in the student's area of concentration.

POLICIES OF COLLEGES AND UNIVERSITIES REGARDING THE GRANTING OF CPE CREDIT

Legend: 1. Registrar 2. Dean 3. Director of Admissions 4. Admissions Committee
5. Advanced Standing Committee 6. Executive Committee or Academic Council
7. Appropriate academic department or division NS — Not specified by college

University or College	*Maximum CPE Credits Allowed*	*Minimum Acceptable CPE Grade*	*Application for Credit: Made to* (See legend above)	*Reviewed by* (See legend above)	*Fee*	*Specific Comments*
Cazenovia	NS	NS	NS	2	NS	Course exemption, but not credit, may be granted for successful performance on a CPE.
City College (The)	32	NS	2, 7	7	NS	
Colgate University	NS	NS	NS	NS	NS	
College of Insurance	NS	NS	NS	2, 7	NS	
College of Mount Saint Vincent	18	C+	3, 7*	NS	$10	*Also by Academic Vice President.
College of New Rochelle ...	NS	NS	NS	NS	NS	
College of Saint Rose	15	C	2, 7	NS	$5	Credit will be provisional until student has satisfactorily completed 15 credits in residence.
Columbia-Greene Community	NS	C	NS	NS	NS	
Columbia University School of Medicine	NS	B	NS	NS	NS	Policy applies to baccalaureate nursing exams only.

Community College of the Finger Lakes	30	C	NS	NS	NS	
Concordia Collegiate Institute	12	C	1	1	NS	Credit will not be granted in areas which normally require lab or studio work except when the college department involved recommends it be done on the basis of its own appraisal.
Cooper Union	NS	NS	NS	NS	NS	
Cornell University College of Arts & Science	NS	NS	NS	NS	NS	
Corning Community	NS	NS	NS	2, 7	NS	
C. W. Post	30*	B**	3	NS	NS	*No more than 9 credits may be used to fulfill the advanced requirements in a student's major area. **A grade of C will earn course exemption.
Dominican College of Blauvelt	*	NS	1	NS	**	*Depends on CPE taken. Request specific policy statement from college or from CPEP Office. **None, except for part-time student.
Dowling	NS	NS	NS	7	NS	
Dutchess Community	30	C	1	NS	NS	
D'Youville College	30	C	2	2	None	

POLICIES OF COLLEGES AND UNIVERSITIES REGARDING THE GRANTING OF CPE CREDIT

Legend: 1. Registrar 2. Dean 3. Director of Admissions 4. Admissions Committee
5. Advanced Standing Committee 6. Executive Committee or Academic Council
7. Appropriate academic department or division NS — Not specified by college

University or College	*Maximum CPE Credits Allowed*	*Minimum Acceptable CPE Grade*	*Application for Credit: Made to* (See legend above)	*Reviewed by* (See legend above)	*Fee*	*Specific Comments*
Elizabeth Seton	*	C	1, 2, 7	NS	$5	*16 for A.A. degree, 12 for A.A.S. degree. Credit will be provisional until student has completed 1 term in residence with a minimum index of 2.0.
Ellis Hospital	NS	NS	NS	NS	NS	
Elmhurst City Hospital	NS	NS	NS	NS	NS	
Elmira College	NS	C	1	NS	$15	Enrolled students must obtain approval before taking CPE's.
Erie Community	30	NS	2	NS	NS	
Fairleigh Dickinson (New Jersey)	NS	NS	NS	NS	NS	
Fashion Institute of Technology	NS	NS	1	7	NS	
Fordham	12	B	2	NS	$15	CPE may be taken to resolve failures or deficiences.

Franconia (New Hampshire)	NS	NS	NS	NS	NS	
Fulton-Montgomery	15	NS	NS	2	NS	CPE must have been taken within 5 years of application for credit.
Good Counsel	*	B	2, 7	NS	NS	No credit will be awarded for CPE in field of concentration but exemption may be granted. *Maximum credits for adults, 60. For transfer students and recent high school graduates, 18.
Hamilton	30	B	2	6, 7	NS	
Harlem Valley State Hospital	NS	NS	NS	NS	NS	
Harriman	16*	C	NS	4	NS	Credit is provisional until semester's work is successfully completed. *Only in courses parallel to those offered at Harriman.
Hartwick	NS	C	2, 6, 7	NS	$15	
Herbert H. Lehman	24	NS	NS	NS	NS	
Herkimer County Community	NS	NS	2	NS	NS	
Hobart & William Smith ..	24	C	2, 7	7	$15	Credit will be provisional until student has satisfactorily completed 1 term in residence.
Hofstra	18	NS	NS	7	NS	

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5. Advanced Standing Committee 6. Executive Committee or Academic Council
7. Appropriate academic department or division NS — Not specified by college

University or College	*Maximum CPE Credits Allowed*	*Minimum Acceptable CPE Grade*	*Application for Credit: Made to* (See legend above)	*Reviewed by*	*Fee*	*Specific Comments*
Houghton	32	C	2, 3, 7	7	*	Credit will be provisional until student has completed 15 hours in residence with at least a C average. Quality point average will include CPE grade. *10% of course tuition.
Hudson Valley Community .	NS	NS	NS	3	NS	
Hunter	24	NS	NS	7*	NS	Credit will be provisional until student has satisfactorily completed 30 credits in residence. *Also the Director of Instruction.
Immaculate Conception Seminary of Troy	NS	C	NS	7*	NS	*Also the Prefect of Studies.
Iona	16	C	1, 2, 7	5, 7	$15	CPE credits will be included in the student's quality point average.
Ithaca	32	C	NS	7	NS	Credit will be provisional until student has satisfactorily completed 1 year in residence.

Jamestown Community	NS	NS	2, 7	NS	NS	
Jefferson Community	30	NS	2	6	NS	
Juilliard School of Music ..	NS	NS	1	7	NS	The amount of credit allowed to the candidate for a Mus. B & BFA will be limited.
Junior College of Albany ..	NS	NS	NS	NS	NS	
Keuka	45*	B	NS	2, 7	NS	Credit will be provisional until student has satisfactorily completed 1 year in residence. *Reported in quarter credits. A limit of 9 quarter credit is placed on the field of concentration.
King's (The)	32	C	NS	2, 7	$10	Credit will be provisional until student has completed 15 hours in residence with a grade point average of 2.0.
Kingsborough Community ..	NS	C	2	7	NS	
Ladycliff	15	C	2, 3, 7	NS	$10	Credit will be provisional until student has satisfactorily completed 1 year in residence.
Lebannon Valley (Pennsylvania)	NS	NS	NS	NS	NS	
LeMoyne	NS	NS	NS	2	NS	

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Long Island University..... —The Brooklyn Center .. (See also, C. W. Post College	64	C	3	NS	NS	Credit will be granted only to adults 21 years of age or over. Credit will be provisional until student has completed 32 credits in residence with a quality point ratio of 2.0 (C).
Lowell State (Massachusetts)	NS	NS	NS	NS	NS	
Manhattan	*	B	2	NS	$15	*One-fourth of total degree credits.
Manhattanville College	15	B	2, 3	NS	None	Credit will be provisional until student has completed 30 credits in residence with a quality point ratio of 3.0 for one semester. No undergraduate student may use credit through CPE to lighten the normal course load of 5 courses (15 credits) per semester.
Maria College of Albany ..	NS	NS	NS	NS	NS	
Maria Regina	NS	NS	NS	NS	NS	
Marist College	NS	NS	NS	NS	$5	

Marymount	30*	C	2, 3	NS	NS	*No more than six credits will be accepted in a student's field of concentration. Credit will be provisional until student has satisfactorily completed 1 year in residence.
Mater Christi Seminary ...	NS	NS	2	2	NS	
Medaille College	NS	C	2	1	NS	
Mercy	30	C	1	1	NS	
Mohawk Valley Community.	10	NS	7	6	$5	
Molloy Catholic College for Women	30	NS	1	7	NS	CPE credits will be granted only in English, foreign languages, mathematics, and the social sciences. Credit will be provisional until student has completed 1 year in residence with an index of 3.0 (B).
Monroe Community	16	C	2, 7	7	None	Credit will be provisional until student has satisfactorily completed 12 semester hours in residence.
Mount St. Mary	30*	NS	1	NS	NS	*No more than 9 CPE credits may be earned in major area, except in nursing.
Nassau Community	15	C	1	7	None	
Nazareth College of Rochester	NS	NS	2	6	$10	Credit will be provisional until student has satisfactorily completed 1 year in residence.

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University or College	*Maximum CPE Credits Allowed*	*Minimum Acceptable CPE Grade*	*Application for Credit: Made to* (See legend above)	*Reviewed by* (See legend above)	*Fee*	*Specific Comments*
New York City Community College	NS*	C	1	NS	NS	*Credit granted only to fully matriculated students.
New York Institute of Technology	*	C	NS	4	$15	*A maximum of 15 credits toward a baccalaureate degree and 8 credits toward the A.A.S. degree. CPE credit will be provisional until student has completed 32 credits in residence with a quality point ratio of 2.0.
New York University						
—School of the Arts....	NS	NS	NS	NS	NS	Up to and including 6 points of elective credit may be granted for grades of C or better if the material covered by the examination is not equivalent to a course offered in the school. In order to be considered for credit, the CPE must have been taken within 2 years of the date of application for credit.
—School of Commerce..	NS	C	NS	NS	NS	
—School of Education ...	NS	C	NS	NS	NS	

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New York University (cont'd.) —School of Engineering and Science	NS	NS	NS	NS	NS	
—Washington Square College of Arts and Sciences	*	B	7	NS	NS	*Four courses.
Niagara County Community	30	NS	3	NS	NS	
Niagara University	30*	C	2, 7	NS	NS	*For an associate degree a maximum of only 15 credits may be granted. No more than 8 CPE credits may be earned in major field, except nursing.
North Country Community.	15	NS	*	NS	NS	Student must be accepted to matriculated status before credit will be granted. *Faculty advisor and Office of Student Services.
Nyack Missionary College .	NS	NS	*	NS	NS	*Office of Academic Affairs.
Onondaga Community	30	C*	3	3	None	*Credit is provisional until the student has completed one semester's work.
Orange County Community .	30*	C	3	NS	None	*No more than 8 credits will be awarded in a single foreign language; no more than 15 CPE credits will be awarded in any one discipline.

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Pace	16*	C	3**	3**	***	*No more than 8 CPE credits will be granted toward an associate degree. **Also Director of Challenge Program. ***Registration fees but not a tuition fee will be charged.
Pace College—Westchester .	NS	NS	NS	NS	NS	
Packer Collegiate Institute .	NS	NS	NS	NS	NS	
Paul Smith's College of Arts and Sciences	34	C	7	1, 7	$5	
Pratt Institute	12	C	1, 2	2, 3	NS	Credit will be provisional until student has satisfactorily completed 30 semester hours in residence.
Queens	NS	NS	NS	7	NS	

Queensborough Community	16*	B**	4, 7	7	**NS**	*No more than a combination of 30 CPE and transfer credits will be granted to any one student. **A CPE grade of C may be granted course exemption but not credit. CPE credit will be provisional until student has satisfactorily completed 12 semester credits in residence. CPE credits granted by an earlier institution will not be acceptable.
Rensselaer Polytechnic	NS	NS	1	7	NS	
Richmond College	NS	NS	NS	NS	NS	
Roberts Wesleyan	32	C	1, 2, 7	7	$15	Credit will be provisional until student has satisfactorily completed 15 hours in residence.
Rochester Institute of Technology	36*	C	1, 3, 7	7	NS	*The maximum (36) is specified in quarter hours.
Rockland County Community	NS	NS	NS	NS	NS	
Rosary Hill	60	C*	3** 2, 7***	NS	NS	*Students receiving a D may be admitted to an advanced course, but no credit will be granted for the beginning course thus exempted. **Prospective students. ***Enrolled students.

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Russell Sage	15	NS	NS	NS	NS	
St. Bonaventure	30*	C	1	**	$5	*No more than 3 courses may be applied in a major field. **Academic vice president.
St. Clare	30	C	2	NS	NS	Credit will be provisional until student completes 32 semester hours in residence with a maximum index of 2.00 (C).
St. Francis	NS	NS	NS	NS	NS	Credit will be provisional until student satisfactorily completes one semester in residence.
St. John Fisher	66	C	2	NS	$15	Except in the laboratory sciences no conditions other than successful completion of a CPE will be required in assigning credit. A student who has unsuccessfully attempted a CPE may be eligible to receive credit by writing the same examination and achieving a CPE grade of B or better in any subsequent examination.

St. Johns	*	C	3	5	NS	*Up to limitation imposed by the University residence requirement.
St. Joseph's (Pennsylvania)	NS	NS	NS	NS	NS	
St. Joseph's College for Women	12	B	2	2, 7	$10	
St. Lawrence	30	B*	2, 3	2, 7	NS	Credit will be provisional until student has completed 15 semester hours in residence with a quality point ratio of 2.0 (C average). *A CPE grade of C will be acceptable only if appropriate department so recommends and has the concurrence of the Dean.
St. Pius X Seminary	NS	NS	4, 7	4, 7	NS	
St. Thomas Aquinas	NS	C	1, 2	NS	$5	Credit will be provisional until student has completed 32 semester hours in residence with an index of 2.5.
Sarah Lawrence College-Center for Continuing Education	NS	NS	NS	NS	NS	
Seminary of Our Lady of Angels	NS	NS	NS	NS	NS	
Siena	18	C	NS	7	*	*50% of the current course tuition.

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Skidmore	12	B	NS	7	NS	CPE must have been taken within a five-year period preceding the student's application for credit.
State University of New York						
Agricultural and Technical Colleges						
at Alfred	NS	*	2	2	NS	Credit will be provisional until student has satisfactorily completed 30 quarter hours in residence. *Divisional Dean of the curriculum in which the student is registered will decide the CPE grade required for credit.
at Canton	NS	NS	1	7	NS	Credit is provisional until the student satisfactorily completes one semester as a full time student. Enrolled students must obtain permission to take CPE's from division and /or department chairman.
at Cobleskill	15	C	3	1, 7	NS	Credits that are granted will be provisional until the student has successfully completed a full semester's credit in residence.

State University of New York *Agricultural and Technical College* (cont'd.)						
at Delhi	12*	C	1, 7	7	NS	Credit will be granted only to adults 21 years of age or older. Credit will be provisional until student has completed 45 hours in residence with an honor point index of 2.0 (C). *The maximum (12) is specified in quarter hours.
at Farmingdale	NS	NS	NS	NS	NS	
at Morrisville	32	C	NS	2	NS	
University Centers						
at Albany	NS	NS	NS	7	NS	For CPE's taken prior to admission, requests for credit should be made prior to completion of 1 semester in residence.
at Binghamton ..... (Harpur College) ...	NS	NS	3	2, 3, 7	NS	A maximum of 16 hours of nonequivalent credit will be allowed. (See general point #5 above).
at Buffalo	*	NS	3, 7	7	NS	Credit will be provisional until student has satisfactorily completed 15 hours in residence. *If more than 16 hours of CPE credit are to be requested student should consult the Director of Admissions and Records.
at Stony Brook	NS	NS	NS	NS	NS	

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Colleges of Arts and Science						
Brockport, SUC at ...	NS	NS	3	7	NS	
Buffalo, SUC at	32	C*	NS	NS	NS	*A CPE grade of D may earn admittance to an advanced course but no credit will be granted for the prerequisite course.
Cortland, SUC at	12	C	NS	7	NS	
Fredonia, SUC at	15	C	2	NS	NS	Credit will be provisional until student has satisfactorily completed 15 hours in residence.
Geneseo, SUC at	40	C	NS	NS	NS	An enrolled student must have prior approval from the Division Director of the subject matter area concerned.
New Paltz, SCU at ..	NS*	NS	2	NS	NS	*Must be a degree candidate.

State University of New York, *Colleges of Arts and Science* (cont'd.)						
Oneonta, SUC at	36	C*	NS	7	NS	*Additional evidence (i.e. oral examination) may be required if a CPE grade of C is submitted for credit. If student twice fails the CPE in a subject credit will not be granted for subsequent passing performance on that CPE.
Oswego, SUC at	NS	NS	NS	7	NS	
Plattsburgh, SUC at ..	NS	NS	NS	NS	NS	
Potsdam, SUC at	NS	NS	NS	NS	NS	
Special SUNY Institutions						
College of Agriculture at Cornell	NS	NS	*	NS	NS	*Director of Resident Instruction.
College of Forestry at Syracuse	NS	C	*	7**	NS	Credit will be provisional until student has satisfactorily completed 1 semester in residence. *Office of Student Services. **A CPE grade of C will earn credit only upon recommendation of the Department of the applicant's major area.
Maritime College	9	C	2, 7	2, 7	NS	Credit will be provisional until student has completed 2 semesters in residence with a quality ratio of 2.0 (C).

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State University of New York, *Special SUNY Institutions* (cont'd.)						
Upstate Medical Center .	NS	NS	3	3, 7	NS	CPE credit will be recognized if the undergraduate college has previously recognized it. If more than 12 CPE credits are requested, Office of Admissions will individually review such requests.
Staten Island Community ..	32	NS	2, 7	7	NS	
Stern College for Women ..	NS	NS	NS	NS	NS	
Suffolk County Community.	NS	NS	NS	NS	NS	
Sullivan County Community	16	NS	3	2, 3	NS	
Syracuse	30*	B	2, 7	2, 7	NS	*Including other credits by examination. A CPE grade of A or B may earn credit. Each examination can earn up to a maximum of six credits.
Trocaire	NS	C	NS	NS	NS	

State University of New York, *Special SUNY Institutions* (cont'd.)						
Ulster County Community.	NS	NS	1	NS	NS	Credit will be provisional until student has completed 12 credit hours with a grade point average of 2.0.
Union College	NS	NS	1	7	NS	
University of Massachusetts	NS	NS	NS	NS	NS	
University of Rochester (The)	NS	NS	3	7	NS	
University of Scranton (Pennsylvania)	NS	NS	NS	NS	NS	
Utica	NS	NS	NS	NS	NS	
Vassar	8	B	2	7	$25	Credit will be provisional until student has satisfactorily completed 30 hours in residence.
Voorhees Technical Institute	NS	NS	NS	NS	NS	
Wagner	NS	NS	NS	NS	NS	
Wells	32	B	NS	7	NS	
Westchester Community ...	NS	C	NS	NS	NS	
Yeshiva	NS	B*	1	7	None	*A CPE grade of C may earn exemption. No graduate credit will be granted but the student preparing for teacher certification may be excused from courses required for such certification on the basis of satisfactory CPE grades.

OFFICE OF ASSISTANT COMMISSIONER FOR HIGHER EDUCATION

Units to Contact

For information pertaining to . . .	*Make inquiry of . . .*
College Proficiency Examinations	Director, Proficiency Examination Program (474-3703) (474-3704)
Certification of Individuals	Certification Section (474-3901)
State University of New York Independent Study Program	Director, Office of Continuing Education 8 Thurlow Terrace Albany, New York 12206 (457-3220)
Interstate Certification Project	Coordinator (474-6440)
Preservice Teacher Education Programs, including colleges submitting proposals for new and revised programs	Chief, Bureau of Teacher Education (474-6440)
Inservice Teacher Education Programs, including those on State, regional, or local levels, Urban Teacher Corps, Peace Corps Affairs, and Education Professions Development Act	Chief, Bureau of Inservice Education (474-1471)

All phone numbers are Area Code 518.

Address: The University of the State of New York
The State Education Department
Albany, New York 12224

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